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ABSTRACT

Eighty-one tables were included in this study which examined teenage unemployment in a two-county rural area of North Carolina. Specifically, this report considered labor market experience of Negroes and Caucasians, personality variables, social and family characteristics, community factors, and educational and training opportunities. A structured interview questionnaire was developed for school dropouts, business and industry, and educational institutions. The interviews were made by trained personnel. The study concluded that the unemployment rate for teenagers was not high, and that the difference between Negro and Caucasian jobless rates were not as great as anticipated. There was some discrimination in the labor market, but the results were not conclusive. Occupational training and level of schooling were correlated with a favorable labor market experience. (BC)

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Center Research and Development Report No. 4

CENTER FOR OCCUPATIONAL EDUCATION

North Carolina State University at Raleigh
Raleigh, North Carolina

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FOREWORD

This report is based on a project conducted by North Carolina Agricultural and Technical State University and North Carolina State University at Raleigh subsequent to a conference with the Office of Manpower Program Evaluation and Research of the U. S. Department of Labor. Dr. C. E. Bishop, Vice-President of the Consolidated University of North Carolina, University Public Service Program, convened a committee with representatives from North Carolina Agricultural and Technical State University, North Carolina College at Durham, and North Carolina State University to discuss the initiation of a project to study the why of unemployment among the Negro teenage population in rural areas. The proposal for the project was prepared by a committee composed of Dr. Charles H. Rogers, Center for Occupational Education, Chairman; Mr. Benjamin W. Harris, North Carolina Agricultural and Technical State University; Dr. Joseph P. McKelpin, North Carolina College at Durham; Dr. Christopher Green, Department of Economics, North Carolina State University; and Dr. John K. Coster, Director, Center for Occupational Education, North Carolina State University. The proposal for the project originally entitled "Generic Bases of Negro Teenage Unemployment: A Preliminary Investigation," was submitted by Dr. Rogers and Mr. Harris.

The project was started July 1, 1967. The grant was awarded to North Carolina State University and a subcontract was awarded to North Carolina Agricultural and Technical State University. Dr. Rogers was named project director and Dr. Rudolph Artis, Professor of Sociology at North Carolina Agricultural and Technical State University was named director of the subcontract. The project staff included Dr. Christopher Green and Dr. Leonard Hausman of the Department of Economics, and Dr. Walter R. Parker, Jr. of the Department of Guidance and Personnel Services at North Carolina State University.

The operation of the project has had an institutional and disciplinary orientation from its inception. Further, the scope of the original project proposal has been expanded through the use of resources from the Center for Occupational Education and from a Department of Labor Institutional Development Grant which is administered by the Department of Economics at North Carolina State University. The disciplines of economics, sociology and education are represented on the research team.

The Center acknowledges the cooperation of North Carolina Agricultural and Technical State University, the Department of Labor Institutional Development Grant, the Department of Economics and the Department of Guidance and Personnel Services, North Carolina State University in fulfilling the conditions of the grant.

This report has been reviewed by a panel and the members of the review panel have unanimously agreed that the report should be published in the Center Research and Development Report Series. The members of the panel were:

William J. Brown, Ph.D., Assistant Professor, Agricultural Education and Assistant Director of the Research Coordinating Unit.

J. W. Cunningham, Ph.D., Associate Professor of Psychology, North Carolina State University and Research Associate, Center for Occupational Education.

Robert M. Fearn, Ph.D., Associate Professor of Economics, North Carolina State University and Research Associate, Center for Occupational Education.

B. E. Griessman, Ph.D., Associate Professor of Sociology and Anthropology, North Carolina State University, and Research Associate, Center for Occupational Education.

Harold Kaufman, Ph.D., Director, Social Science Research Center, Mississippi State University.

The Center acknowledges the professional contribution of each of the members of the research team and the review panel in finalizing both the project and the report.

John K. Coster, Director
Center for Occupational Education

ACKNOWLEDGMENTS

The researchers wish to express their appreciation to a number of individuals who contributed substantially to the conduct of the study. We are indebted to Mr. Robert Whitley, Guidance Supervisor, Harnett County Public Schools and Mr. Edison Powers, Assistant Superintendent Moore County Public Schools, for their efforts to coordinate the study in their respective counties. Furthermore, we wish to express our appreciation to the public school personnel in Moore and Harnett Counties for their cooperation in identifying the study population and for serving as interviewers during the data collection phase of the study.

A special word of thanks is expressed to graduate research assistants, Mr. Alan Fox, Mr. George Jackson, Mr. Theodore Lianos, and Mr. Robert Morgan, for their contributions to the development of the study, and the collection and the analysis of data; and to the project secretaries, Miss Kathy Woodson, Mrs. Onnie Whitelow, and Mrs. Susan Humphrey for their work in preparing study instruments and materials and typing the manuscript for the final report.

We are also indebted to Dr. John Coster for his assistance in designing the study, to Dr. Bert Westbrook and Dr. Charles Mercer for their help in developing attitudinal measures for the interview schedule, to Dr. John Wasik for his assistance in statistical analysis and to Mr. P. S. Vivekananthan and Mrs. Dorothy Davis for their assistance in processing and programming the data for computer analysis.

Special appreciation is expressed to the North Carolina Employment Security Commission for their cooperation in identifying the business and industry population and assisting us in pre-testing interview instruments. Likewise, we wish to express appreciation to the Division of Vocational Education of the State Department of Public Instruction for their cooperation in the study.

Finally, we wish to express special thanks to each respondent who was interviewed during the study. Without the data provided by teenagers, school principals, and managers of business and industry, the study would not have been possible.

Charles H. Rogers
Project Director

SUMMARY OF THE REPORT

The direction of this report on teenage unemployment in a two-county rural area in North Carolina was determined by five objectives. In capsule form these objectives were: to trace the labor market experience of teenagers, comparing Negro and white youth; to evaluate the relationship of certain personality variables to the employment status of teenagers; to investigate the relationship of certain social and familial characteristics to the employment status of teenagers; to evaluate community factors surrounding the employment of white and Negro teenagers; and to inventory educational and training opportunities for Negro and white youth.

The total population for the study sample was formed from three separate areas; teenage school leavers, business and industry, and educational institutions, within the two-county study area. The data from this population were collected by a structured interview technique, using separate questionnaires for each sub-population. A special instrument was designed specifically for this study in order to provide measurement of psychological attitudes. The interviewing process for the teenagers was carried out by specially trained school personnel in order to assure the best possible rapport with the subjects. The school survey and employer survey were conducted by the project staff and graduate assistants respectively. All interviewing was completed between January and April of 1968.

Analysis of the data obtained revealed a number of interesting findings. Only the major results are outlined here:

1. Compared to the employment experience of teenagers nationwide, the unemployment rate of teenagers in the study area was not high. Furthermore, the difference between the unemployment rate of Negro and white males was not as great as anticipated.

2. Sub-employment rates for Negro and white males were higher than unemployment rates. The higher rates for Negro males were partially attributable to a higher proportion of Negroes in low-wage and involuntary part-time employment.

3. Teenage females are experiencing the greatest problems in the labor market, with Negro females having the worst experience.

4. Some evidence of discrimination in the labor market was suggested, but the results were inconclusive.

5. Equality in the amount of education does not insure similar labor market experience.

6. Teenagers with high school vocational training are more likely to be fully employed, however,a smaller precentage of Negroes have such training.

7. In general employers have reservations about hiring teenagers, but these reservations are noted less often in firms with high labor demands.

8. Labor market conditions had more to do with employment experience than social or other background factors.

9. White youths appear to use informal methods of job searching; Negroes seem to use government employment services to a greater extent.

The conclusions to be drawn from the study are that: a tight labor market not only keeps employment low, but also contributes to reductions in unemployment and wage differentials; there is positive and negative information which plays a part in the labor market experience of any individual; and both level of schooling and occupational training correlate with favorable labor market experience, with occupational training more highly correlated.

The report concludes by recommending the development of a cooperative program involving the business community, the Labor Department, and the Department of Education. This program would be designed to up-grade the job search process. Furthermore, an intensive study of the Negro female should be conducted in order to ascertain the causes of their labor market experience. Finally, school consolidation and integration should be pressed, in order to eliminate inequalities in educational opportunities, and a program should be established to improve the articulation between high school, and post-secondary vocational and technical programs.

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CHAPTER I

THE PROBLEM AND ITS SETTING

A major goal of American society is providing full employment for all able-bodied citizens who desire employment. In some respects, progress has been made toward reaching this goal: unemployment rates among all persons 16 years of age or older dropped from 5.7 percent in 1963 to 3.8 percent in 1967.[1] But special groups in the labor force continue to face serious problems of unemployment and underemployment. The two groups hardest hit are nonwhites and teenagers. During 1967, the rate of unemployment among nonwhites remained twice that of whites and among nonwhite teenagers about one-fourth were unemployed--more than twice the rate for white teenagers. Among all teenagers in the labor force, the rate of unemployment is high in all regions of the country--not only in the industrial-urban centers of the North, Mid-West and West but in the rural areas of the South. Rising concern over the problems of the teenager in the labor force, especially nonwhite teenagers, has generated interest in the study of teenage unemployment.

The Problem

The central focus of the study was directed toward the identification of variables related to teenage unemployment in the rural South.

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[1] U. S. Department of Labor, Manpower Report of the President, April, 1968, Table 11, p. 234.

The researchers were particularly interested in whether unemployment among Negro youth in the rural South was disproportionately higher than unemployment among white youth. Thus, the study was designed to describe and explain the differential rates of unemployment that might be found between Negro and white youth.

The 1967 Manpower Report of the President reported the following unemployment situation among teenagers:[2]

> Teenage unemployment remained a serious problem in 1966. While enough jobs opened in the past 3 years to employ the large number of teenagers entering the labor force, the growth was still not sufficient to cut back their unemployed numbers. The teenage rate of unemployment in 1966, at 12.7 percent, was more than three times as great as for all workers; furthermore, if the Armed Forces had not increased sharply in 1966, the competitive job situtation for young workers would undoubtedly have been worse.

Since the Korean War, the rate of unemployment for persons ages 16-19 had never dropped below 10 percent. Among high school graduates not enrolled in college and among school dropouts, the unemployment rate in the year they left school averaged close to 16 percent and over 25 percent, respectively, over the period 1960-1966.[3] Not only has the unemployment rate among various groups of teenagers been high for a sustained period of time, but the unemployment position of persons 16-19 has worsened relative to that of persons 25 and over. The ratio of the unemployment rate among those aged 16-19 to those aged 25 and over was generally 3.1 percent over the entire postwar period, but it rose to 4.1 percent in 1963 and 5.1 percent in 1966 and 1967--in the face of a surge in aggregate demand.[4]

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[2] U. S. Department of Labor, Manpower Report of the President, April, 1968, p. 257.

[3] Ibid., Table B-8, p. 236.

In 1967, the rate of unemployment for nonwhite males in the 16-19 year range was just under 25 percent compared with roughly 10 percent for white males. The rate of unemployment for nonwhite females in the same age range was about 30 percent, compared with about 11 percent for white females.[5] Wetzel and Holland have presented data that point to the plight of Negro teenagers in metropolitan areas. In March, 1966, 30.6 percent of nonwhite males and 45.8 percent of nonwhite females, 14-19, who lived in poverty areas were unemployed. In non-poverty areas, 31.0 percent of nonwhite males and 21.8 percent of nonwhite females were unemployed. Comparable rates for white males and females were 19.6 percent and 10.0 percent for poverty areas, and 12.3 percent and 9.8 percent for the non-poverty areas.[6]

In the period 1954 to 1967, the unemployment rate among black youth aged 16-19 averaged nearly 24 percent, whereas it was below 13 percent among white youths.[7] Consideration of such factors as involuntary part-time employment, the discouraged workers effect, and underemployment of other forms would accentuate black-white employment position differences.

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[4] Harold Goldstein, "Youth in the Labor Market: Trends in Employment and Unemployment," a paper prepared for a conference on The Transition from School to Work, Princeton, N. J., May 9-10, 1968, pp. 10-11.

[5] U. S. Department of Labor, Manpower Report of the President, April, 1968, p. 237.

[6] James R. Wetzel and Susan S. Holland, "Poverty Areas of Major Cities," Monthly Labor Review, U. S. Department of Labor, Bureau of Statistics, October, 1966, p. 1108.

[7] U. S. Department of Labor, op. cit., Table A-5, p. 206.

Further documentation of excessive unemployment among nonwhite youth has been provided by the U. S. Department of Labor and the Bureau of the Census data, but neither existing data nor products of research explain adequately the high incidence of unemployment or the relative disadvantage of Negro youth in the labor force. There is no paucity of serious and scholarly discussion of the problem in the literature,[8] but there is a scarcity of relevant research addressed to ferretting out the causal factors which could reasonably be expected to form the basis of public policy and action programs addressed to alleviating the problem.

Therefore, the purpose of this study was to determine the extent and nature of rural teenage unemployment, to make a preliminary investigation into the probelms that rural youth encounter as they moved from school to employment or unemployment, and to discover the factors which relate to high unemployment of youth. Furthermore, the researchers sought to assess the effect of the educational system and business and industry on the teenage unemployment problem in rural communities.

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[8] See for example, Amos (1964-65), Brazziel (1966), Daniel (1964), Ferman (1966), Fertig (1964), Perry (1964), Salinger (1964), Velie (1963), Velie (1964), Wetzel and Holland (1966), Wiener (1965), Wolfe (1965) in Bibliography.

Historical Background on Teenage and Nonwhite Unemployment in the South

Two predominately rural Southern counties were selected for intensive study of teenage employment in the South. These counties, like others in the region, have been affected by major socio-economic changes taking place throughout the South. The Southern economy has for the last few decades undergone a major transition from its traditional dependence on agriculture to a more developed state in which the manufacturing and service sectors now predominate. Moreover, the state of race relations is in flux with attitudes changing, old barriers between the races falling and perhaps new barriers arising. Thus, the reader of this report should continually bear in mind that the findings reflect the current state of the teenage labor market. In particular, the importance of the socio-economic changes taking place in the South suggests that past and future employment prospects of teenagers may differ markedly from current prospects. Also implied is the possibility that the socio-economic characteristics of teenagers which presently seem to be important governing factors over teenage labor market activity may differ from the characteristics which were important in the past and may be important in the future.

The purpose of this section is to briefly outline the structural changes in the Southern economy which have had and will have an important impact upon the labor market and then to consider the impact of discrimination upon Negro employment opportunities and unemployment rates.

Between 1940 and 1960 there was a 59 percent decrease in the number of persons employed in Southern agriculture. Whereas in 1940 over a third of Southern employment was in agriculture, in 1960 only 10 percent were so employed.[9] The impact of this change upon urban centers is now widely recognized and felt. Less apparent is the impact of the relative decline in agriculture and related industries upon rural America. Not all of the disinherited have left rural areas for the cities. For example, the number of Negroes residing in rural Southern nonfarm areas rose from less than 2 million to more than 3 million between 1940 and 1960 while the number of Negroes living on farms fell by 67 percent during the same period.[10] Furthermore, the employables remaining in rural areas outnumber the jobs created in rural areas by construction, manufacturing and service industries.[11] The consequences are underemployment and widespread rural poverty. These characteristics are common in the two counties studied.[12]

Perhaps another consequence is a decrease in the labor force participation rate of Negroes between 1940 and 1960. At both dates the Negro working age population numbered 6.5 million. In 1940 almost 4 million of these were in the labor force. In 1960, the number was less than 3.5 million. By 1960 only two-thirds of Negro working age men in Southern rural nonfarm areas were in the labor force compared to three-quarters of the working age whites in these areas and three-quarters of the working age Negroes in urban areas.[13]

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[9] James Maddox, et al., The Advancing South: Manpower Prospects and Problems (New York: Twentieth Century Fund, 1967), p. 20.

[10] Ibid., p. 28.

[11] National Advisory Commission on Rural Poverty, The People Left Behind, (Washington: U. S. Government Printing Office, 1967), p. 25.

[12] For a socio-economic profile of Harnett and Moore Counties see page 10.

Accompanying the transition away from an agricultural base is the rate of growth in Southern per capita income relative to the rest of the United States. McDonald believes the South's relative progress is to a significant degree due to regional industrialization based upon oil and gas, chemicals, paper, light metals, and cheap labor and to migration out of the region. Industrialization has raised value added per man while migration has reduced the number of persons or workers upon the region's aggregate earning power.[14] However, McDonald cautions against overemphasizing the growth of manufacturing as a source of Southern economic progress. The high value-added industries such as oil and gas, sulpher, salt and timberland are attracted mainly by the South's non-human resources. Manufacturing per se has been attracted to the South largely because of the region's cheap labor and is generally characterized by low wages and low value added per worker. North Carolina, and specifically the two counties we studies are relatively poor in natural resources but have attracted manufacturing--especially textiles, apparel, and furniture and fixtures--largely on the basis of a cheap labor supply.[15]

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[13] Maddox, op. cit., p. 28.

[14] Stephen McDonald, "On the South's Recent Economic Development" Southern Economic Journal, (July, 1961), p. 34.

No investigations of the Southern labor market--or any segment thereof--can ignore the question of racial discrimination. In 1952 Dewey, in a classic article on Negro employment in the South, noted "that most Southerners view their economy as divided into 'white' and 'Negro' jobs."[16] He identified two "laws" of labor force use in the South: (1) Negro workers seldom hold jobs that require them to give orders to white workers and (2) Negro and white workers ordinarily do not work side by side at the same job.[17] These racial rules, combined with disguised unemployment of whites (which made for a highly elastic supply of white workers) and the inability of Negroes to acquire jobs that provided skills through on-the-job training, account for the relative deterioration of the position of Negro workers in the Southern industry in the 50 years prior to World War II.[18]

Casual observation suggests that Negroes are increasingly working side-by-side with whites. Yet in a recent study Maddox observed that most of the income and employment gains experienced by Negroes since the early 1940's resulted primarily from war-created labor shortages and subsequent high employment rather than from significant efforts to overcome the economic disparity between Negroes and whites.[19] The implication was that without the pressure of aggregate demand on aggregate supply, the Negro much more than the white person could be expected to remain unemployed and underemployed.

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[15] Ibid., p. 39.

[16] Donald Dewey, "Negro Employment in Southern Industry," The Journal of Political Economy, Vol. LX, (August, 1952), p. 280.

[17] Ibid., p. 283.

[18] Ibid., p. 282. Thus Batchelder places part of the blame for Negro poverty on racial discrimination. Racial discrimination operates against Negroes to restrict access to education and to the jobs that can provide an escape from poverty. Thus, during the 1950's manufacturing jobs in the South increased by 944,000 with no increase in the number of Negro men in manufacturing. Alan Batchelder "Poverty: The Special Case of the Negro" American Economic Review, May, 1965, pp. 530, 555.

Gilman has attempted to test the hypothesis that Negroes are last to be hired and first to be fired.[20] In support of this hypothesis is the well-known fact that the aggregate unemployment rate of Negro workers is presently higher than that of white workers. An alternative explanation for this differential is that Negroes are employed disproportionately in occupations (generally requiring little skill) in which unemployment rates for whites are also high. If the alternative explanation were valid, racial discrimination could be blamed for Negroes lacking skills but not for their higher rate of unemployment given their level of skills. However, Gilman found that in recent years the inequality in the distribution of occupations between white and nonwhite male workers accounted for less than half of the unemployment differential.[21] Differences in the educational attainment between whites and nonwhites within occupations adds little explanatory power.

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[19] Maddox, op. cit., p. 123.

[20] H. Gilman, "Economic Discrimination and Unemployment," American Economic Review, Vol. LV, (December, 1965), pp. 1077-1096.

[21] Ibid., p. 1080.

Gilman also found that the nonwhite-white unemployment rate differential was larger in the non-South than in the South.[22] One explanation for this regional difference was that in the non-South relative to the South there are more quasi-legal pressures, in the form of minimum wage legislation and unionization, for white-nonwhite wage equality. The supposition is that where there is a high degree of wage flexibility discrimination will show up largely in wage differentials rather than in unemployment differentials. Where wage rigidity is important there is less room for wage differentials and evidence of discrimination is thus more likely to show up mainly in unemployment differentials. In support of the differential wage rigidity hypothesis was evidence that the ratio of nonwhite to white wages is smaller in the South than in the non-South.[23] Data presented in ChaptersIII and IV on unemployment rates and wage differentials for black and white male youth in the area under study tend to support Gilman's supposition.

Nature and Description of the Two-County Study Area

The two counties selected for study were Harnett and Moore, located in the south-central (sandhills) section of North Carolina. Although the two counties were dissimilar in several economic respects, they both are rural, have experienced slight population growth, and a little over a quarter of their population is nonwhite.

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[22] *Ibid.*, p. 1089. Based on data for 1960-61.

[23] *Ibid.*, p. 1093.

Table 1. Selected Population Characteristics: Moore and Harnett Counties, N. C.

	Harnett	Moore
Total Population 1966	50,326	39,718
Total Population 1960	48,236	36,733
Percent white	72.2	73.6
Percent nonwhite	27.8	26.4
Percent urban	22.3	14.2
Percent rural farm	31.6	18.9
Percent rural nonfarm	46.0	66.9

Sources: U. S. Department of Commerce, Bureau of the Census, Census of Population, 1960, Vol. I, Part 35, Table 81. Data for 1966 is from the North Carolina State Department of Tax Research.

In 1960, about a third of Harnett County families lived on farms, and 23 percent of its labor force was employed in agriculture. Another 24.3 percent were employed by manufacturing enterprises in 1960. In Moore County less than 20 percent of its population resided on farms; approximately 12 percent of the labor force was engaged in agricultural employment in 1960. Almost 30 percent of Moore's labor force was employed in manufacturing, with textiles being the most important manufactured product.[24] Moore county's golf resort areas, Pinehurst and Southern Pines, provide numerous (although often seasonal) service jobs.

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[24] U. S. Department of Commerce, Bureau of the Census, Census of Population, 1960, Vol. I, Part 35, Table 85. Calculated from data on the industry group of employed persons.

Table 2 presents occupational groupings by race in Harnett and Moore. Certain economic differences between Harnett and Moore counties are evident, however, the inferior economic position of nonwhites is common to both. In both counties almost all nonwhites were in blue collar or farming jobs, although in Moore the percentage of nonwhites in white collar jobs was almost three times the percentage in Harnett. In Harnett the proportion of nonwhites in farm employment was considerable greater than the proportion of whites; the reverse was true in Moore.

Table 2. Occupational Distribution in Harnett and Moore Counties, N. C., by Race

	Harnett		Moore	
	White	Nonwhite	White	Nonwhite
		(Percent)		
White collar[a]	31.8	3.8	34.0	10.3
Blue collar[b]	47.4	63.0	54.0	79.6
Farm, Farm foremen, and Farm labor	20.8	33.2	12.0	10.1
All occupations	100.0	100.0	100.0	100.0

Source: U. S. Department of Commerce, Bureau of Census, Census of Population, 1960 Vol. I, Part 35, Tables 84, 88.

[a] Includes professional, technical and kindred workers, managers, office and proprietors excluding farm, clerical, and kindred workers, and sales workers.

[b] All non-white collar, nonfarm workers.

Harnett county residents are somewhat poorer than those in Moore-- although both showed a high incidence of poverty in 1959. In that year median income of nonwhite families ($1,488 in Harnett and $1,756 in Moore) was somewhat less than half that of white families.[25] On the basis of reported income, fully 50.4 percent of the families in Harnett were poor, in 1959, on the basis of the often used $3,000 poverty standard. The corresponding figure for Moore was 42.5 percent. Data on income in 1964 indicated that 38.6 percent of the households in Harnett and 32.8 percent of the households in Moore had cash incomes of less than $2,500.[26] In 1966 per capita personal income was $1,630 in Harnett and $2,348 in Moore.[27] The per capita income figures suggest that average family income was considerably higher than median family income and that, therefore, we were dealing with counties characterized by relatively great income inequalities.[28]

Table 3 depicts the industrial distribution of the two-county work force. The two surveyed counties were only slightly dissimilar. However, Moore County has larger, more prosperous farms and is also an important resort area. For these reasons, Moore County has a greater concentration of high income persons. Over 18 percent of the work force was employed in agriculture and almost 9 percent in government. Both counties depend upon textile manufacturing for roughly 15 percent of their employment and have similar occupational and wage structures.

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[25] When unrelated individuals are included median income in Moore falls to $3,121 and in Harnett to $2,550 in 1960. Ibid., Tables 86 and 88.

[26] Based on Employment Security data compiled by Wachovia Bank and Trust Company.

[27] From North Carolina Department of Taxation, 1968. In 1966 Moore ranked 19th and Harnett 56th among the 100 North Carolina counties in per capita personal income.

[28] Includes nonagricultural self-employed, unpaid family and domestic workers.

Table 3. Industrial Distribution of the Two-County Work Force (1966, Annual Average)

Industry	Number	Percent
Employed, Total	28,730	100.0
Manufacturing	7,480	26.0
Construction	880	3.1
Transportation, Communication and Public Utilities	590	2.1
Trade	3,170	11.0
Finance, Insurance, and Real Estate	530	1.8
Service	3,290	11.5
Government	2,490	8.7
Other Manufacturing	350	1.2
Agricultural Employment	5,340	18.6
All Other Employment[a]	4,610	16.0
Unemployment, Total	1,490	4.9

[a] Includes nonagricultural self-employed, unpaid family and domestic workers.

Table 4 shows median earnings of selected occupational groups in Harnett and Moore in 1959. Note the difference in farm earnings between the counties. Perhaps some of the differential may be explained by the fact that the average farm in Moore was larger than the average farm in Harnett and there was a substantially higher tenancy rate in Harnett.[29] In 1959, 35.6 percent of the farm operators

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[29] U. S. Department of Commerce, Bureau of the Census, Census of Agriculture 1964, Vol. I, Part 26, North Carolina, Statistics for Counties, Tables 1 and 4.

Table 4. Median Earnings by Occupational Groups in Harnett and Moore Counties, 1959

	Harnett	Moore
Professional, Managerial, etc.	$4,448	$4,650
Farmers and Farm Managers	1,388	1,890
Craftsmen, Foremen, etc	2,922	3,171
Operatives	2,281	2,580
Farm Laborers	456	830
Laborers	1,487	1,651

Source: Bureau of the Census, Census of Population, Vol. I, Part 35, Table 86.

in Harnett county were tenant farmers while in Moore only 15.9 percent were tenant farmers. In 1964, the figures were 31.3 and 9.4 percent. In 1964, only 19.5 percent and 17 percent of the tenant farmers in Harnett and Moore counties respectively were nonwhite.[30]

However, the low-farm earnings mask the fact that many farm families have income from nonfarm sources and often the nonfarm income exceeded farm income. In 1959, 26.4 percent of Harnett county farm operators and 46.9 percent of farm operators in Moore county had off-farm family income greater than gross farm income.[31] Nevertheless, the earnings levels shown in Table 4 were not very attractive. Undoubtedly, earnings have risen considerably since 1959 (between 1959 and 1964 weekly earnings of employed persons rose 24 percent in Harnett and 26 percent in Moore); but they are still considerably below average earnings in North Carolina, which are well below the national average.

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[30] Ibid., Table 4.

[31] Paul S. Stone, Change: Agricultural and Economic Trends in North Carolina, the North Carolina Agricultural Extension Service, (November, 1964), Table 9, pp. 41-42.

Objectives of the Study

The two-county area, described in the preceding section, provided an appropriate setting for the study of rural teenage unemployment. The dimensions of the problem were delineated into the following specific objectives which directed the study:

1. To trace the labor market experience of teenagers as they move from school to employment or unemployment, and to compare the experience of out-of-school Negro youth and white youth.

2. To evaluate the relationship of personal variables such as race, sex, education and selected psychological variables such as work characteristics, perceptions of work and aspirational level to the employment status of teenagers.

3. To investigate the relationship of selected social and familial conditions--such as education of parents, employment status of parents, size of family, socio-economic status, and participation in welfare programs to the employment status of teenagers.

4. To evaluate community factors such as job opportunities for youth in the selected communities; to estimate whether job opportunities are sufficient to absorb teenage job seekers; to ascertain the extent or existence of situational factors and conditions that may hinder Negro youth from finding jobs, such as discrimination, wages and salary structure, and type of jobs offered Negroes.

5. To inventory educational and training opportunities for Negro and white youth in the selected communities, including vocational offerings; and to assess the attitudes toward the inclination of unemployed youth to participate in programs designed to prepare youth for entrance into the labor force.

CHAPTER II

METHOD AND PROCEDURES

Survey data collected from three populations in a two-county rural area of North Carolina are presented in this report. The three populations investigated were: teenage school leavers, educational institutions, and employers. This chapter will describe the rationale for selection of the study populations, a description of the population, a description of the samples, and analytical procedures.

Population and Sample

Three sub-populations were surveyed to produce data for the study. Teenage school leavers during the 1966-67 school year were surveyed to assess their labor market experience, their social and economic background, and other personal characteristics related to occupational experience. Business and industry in the two-county area were surveyed to assess occupational opportunities, occupational training opportunities and employer attitudes toward employment and training of teenagers. All educational institutions, both public and private, were surveyed to assess the occupational education and training opportunities available to teenagers in the two-county area.

A. Teenage School Leavers: With the help of the school administrator and guidance counselor, all students, ages 16-19, who graduated or dropped out of school during the 1966-67 school year were identified. With the assistance of school teachers and counselors, those school leavers enrolled in full-time, post-secondary education program or those who moved from the two-county area were eliminated from the study population. This left in the study population only those school leavers who were immediately available for participation in the labor market and were still living in the area. In the two-county area 715 such school leavers were discovered in the population.

Originally, the sampling plan called for a 35.7 percent random sample stratified by race and sex. However, upon inspection of the stratified population, it was evident that sample sizes would be too small to assure representativeness in the intended analysis. Therefore, the sample sizes for both Negro male and female strata were doubled. The sample then consisted of 35.7 percent of the white population and 72.2 percent of the Negro population. Table 5 depicts the nature of the population and the sample.

Table 5. Population and Sample of Teenage School Leavers in Moore and Harnett Counties, N. C., 1966-1967

Sub-Groups	Total Population	Sample %	No. in Sample
Negro Male	136	72.2	98
Negro Female	111	72.2	80
White Male	207	35.7	74
White Female	261	35.7	93
Total	715		345

B. Business and Industry: To assess the occupational and training opportunities available to teenagers, a sample of 116 firms from the nonfarm sector of the two-county area was selected. With help from the North Carolina Employment Security Commission, the population of firms in the two counties was established. It was decided that only private firms employing four or more people would be included in the study. Government employers and farms were excluded because of cost considerations and the practical problems involved in accurately identifying all cases that should be included. Table 6 shows the composition of the population, the planned sample size, and the final sample which was studied. Within each firm-size category, firms were selected randomly.

Table 6. Population and Planned Sample of Businesses and Industries in Moore and Harnett Counties, N. C., 1967

Firm Size	Total Population	Sample %	No. in Final Sample
4-9 Employees	293	10	29
10-19 Employees	134	20	31
20-49 Employees	68	40	21
50 Employees or more	34	100	35
Total	529	21.9	116

The size of some firms changed slightly between the time the sample was selected and the time the interviewing took place. Therefore, the actual sub-sample sizes were altered slightly from those which were planned.

C. Educational Institutions: All public and private educational institutions which offered occupational training were included in the study. It is interesting to note that in the two-county area no private institutions offering occupational training were identified. However, in neighboring counties there are a number of such institutions, but only in the larger cities (over 10,000). Twenty-two high schools and one community college were identified and surveyed. In each institution the top administrator was interviewed concerning the educational program, especially occupational education programs.

Data Collection Procedures

Data for the study were collected by structured interviews (Appendix A, B, and C). Three separate interview schedules were developed. They included a short questionnaire which was administered to managers of business and industrial firms in the study area, a survey of administrators of educational institutions and the major data collection instrument, the teenage school leaver questionnaire. Each instrument was pre-tested on subjects similar to those chosen in the various samples in Wake County, North Carolina. A sample of twenty teenage job seekers were chosen at the Wake County Employment Security Commission Office to serve as subjects to pre-test the teenage school leavers questionnaire. Eight firms representing a variety of sizes and types of businesses and industries in the county were chosen for pre-test of business and industry survey. The educational survey was pre-tested in three local public schools. The pre-test results for each of the schedules were used for revision and preparation of the data collection instruments used in the study.

Measurement of Psychological Attitudes

Several sections of the teenage questionnaire measured the attitudes, perception, and aspirations of youth toward occupations. To develop these sections, several instruments were collected that measured self-concept, occupational and educational aspirations, and attitudes toward work. A problem with these was that each contained a large number of items--too large for inclusion in the questionnaire. Therefore, it was decided that short scales for measuring perception of work, work characteristics, and aspirations would be developed. With the help of a psychologist and test and measurement specialist, items to be included in the scales were selected that were judged to be the best measures of the attitudinal factors mentioned above.

Only face validity was obtained on the attitudinal items by pretesting the questionnaire. However, reliability coefficients were computed on each factor utilizing the sample data. Reliability was measured by utliizing the Hoyt-Stunkard method.[1] Reliability on factor 1(work characteristics), containing six items, yielded a reliability estimate of r = .68, and on factor 2 (perception of work), containing 14 items, a reliability estimate of r = .71 was obtained.

Before the above factors were analyzed, the items on each subject had to be weighted so that a score could be computed for each subject.

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[1] C. J. Hoyt and C. L. Stunkard, "Estimation of Test Reliability for Unrestricted Item Scoring Methods," Educational and Psychological Measurements, (1952) Vol. 12, pp. 756-758.

Therefore, each subtest was factor analyzed which yielded a weight for each response. Subsequently, each subject was scored on each factor, and this score was used in the data analysis. The item weighting procedure is described in the next section.

Item Weighting Procedure for Scales

Nunnally, in 1967, pointed out that factor analytic procedures provide a weighting of attitude scale items that can be used in the construction of homogeneous scale.[2] Thus, a factor analytic procedure was followed in weighting the items of the attitude scales: "Work Characteristics" and "Perception of Work." Since a single factor was hypothesized to underlie each of the attitudes measured by the scales, a principal components analysis (i.e., ones in the major diagonal) was carried out independently on the inter-correlations of responses to items for each of the scales. The first principal component in each analysis obtained was used to provide weights for the three scales.

A computer program was written to provide a total scale score for each individual in the sample on each scale, utilizing the appropriate weights as determined by the principal components procedures. The following equation was utilized to derive the scale score for each individual:

$$S_i = X_{ij} F_j$$

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[2] Jum C. Nunnaly, Psychometric Theory, (New York: McGraw-Hill, 1967), p. 534.

Where S_i = column vector of total attitude scale scores for individuals, $i = 1, 2, \ldots, n$;

F_j = column vector of first principal component factor loadings, $j = 1, 2, \ldots, m$; and

X_{ij} =matrix of item response values $j = 1, 2, \ldots, m$: for individuals, $i = 1, 2, \ldots, n$.

The advantage in utilizing this procedure in obtaining a scale score over the traditional procedure of simply summing the item response values is that items which are measuring a different factor or are specific to another attitude are weighted less than items which measure the attitude under consideration.

Interviewing Procedures

In cooperation with the county school officials in the study area, school teachers and guidance counselors were chosen as interviewers to administer the teenage school leaver questionnaire. It was felt that school personnel were better able to locate and establish rapport with teenage school leavers than anyone else in the community. Furthermore, interviewers were selected to work with teenagers in their own school community. To increase the validity and reliability of the data collected, interviewers and those being interviewed were matched by race.

Thirty-six interviewers were selected and trained in a five-hour training session. The interviewers were then supervised by two project staff members who monitored the interviewing and helped with problems encountered by the interviewers. The interviewing plan was based on the expectation that each interviewer would interview eight to ten teenagers which required about two hours each to complete. The supervisors assigned cases to each interviewer and provided alternate subjects for those that could not be found. Data from teenage school leavers were collected during February, March, and April, 1968.

Table 7 shows that rate of replacement in the teenage sample by race and sex. The over-all sample replacement rate was almost 20 percent between the time the sample was selected and the time of interview. Approximately five months elapsed between the date the sample was finalized and the completion of interviewing. The relatively high replacement rate indicated that teenagers are rather mobile, both in terms of geography and in terms of moving in and out of educational programs. It should be pointed out that in addition to mobility, some error in identifying the population accounted for a part of the replacement needed to obtain the required sample size.

The data indicated that males were more mobile than females and that whites were considerably more mobile than Negroes. Negro females were found to be the least mobile, while white males were found to be considerably more mobile than any other subgroup.

Table 7. Teenage School Leaver Replacement Rate by Sex and Race

Race-Sex Subgroup	Number in Final Sample	Number of Replacement Needed to Meet Sample Quota	Percent Replacement Needed to Meet Sample Quota
Negro Males	98	16	16.3
Negro Females	80	11	13.8
White Males	74	22	29.7
White Females	93	19	20.4
Total	345	68	(avg.) 19.7

The school survey was conducted through individual interviews by the professional members of the project staff during the month of January, 1968. The employer survey was conducted by graduate assistants and one specially training interviewer during January and February, 1968.

Analysis of Data

The economic analysis, employed in Chapters III and IV, the labor force participation of teenage school leavers involved basically the use of descriptive statistics. For the most part, measures of central tendency and percentages were used. However, in special cases relationships were established using simple correlation. A simple t-test and chi-square were used to test differences between subgroups in the study sample.

In analyzing the experiences of teenage school leavers as they moved from school to work, and in the analysis of psychological and background characteristics of teenagers, which is presented in Chapter V , both descriptive and inferential statistics were used. The description of the characteristics of basic subgroups in the sample was done by presenting frequency distributions and percentages. The differences among sample subgroups were tested utilizing chi-square and analysis of variance. In all cases, the alpha level set for establishing significant differences was .05.

CHAPTER III

EMPLOYMENT EXPERIENCE OF TEENAGE SCHOOL LEAVERS

The purpose of this chapter is to describe and analyze the employment experience of teenage school leavers and the relationship of local labor market conditions to teenage employment.

Underutilization of Labor Among Rural Youth

A major question was: "Is there extensive underutilization of labor among rural youth in this area of North Carolina?" This question was answered by reference to three types of measures: the conventional, moment-in-time unemployment and labor force participation rates; newly developed, over-time unemployment and labor force attachment rates; and the recently developed measure of moment-in-time underutilization of labor, the sub-employment index. Wherever possible, national data were presented for comparative purposes.

Conventionally defined unemployment and labor force participation rates for the four sex-race groups appear in Table 8.[1] The participation

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[1] Conventional unemployment and labor force participation rates are of course calculated for all persons in the relevant group at the same point in time. The respondents were interviewed over a three-month period; so in the strictest sense they are not conventionally measured rates. They are conventional insofar as common definitions of labor force status have been applied here for a single point in time for each individual. For example, an unemployed youth was one who was out of work, had actively sought work, and was currently available for work.

The fact that the single point in time was not identical for all respondents may have biased the results. The Negro youth were generally interviewed at a later date than were the white youths. The data indicated a slight seasonal drop in unemployment as the spring progressed and so the Negro youths were interviewed when labor market conditions were relatively better. Thus, the relative position of the Negro youths may be worse than that depicted in Table 4.

Table 8. Moment-In-Time and Over-Time Labor Force Measures for Teenagers, Moore and Harnett Counties, N. C., 1967

	Conventional Labor Force Participation Rates (%)		Conventional Unemployment Rates (%)		Labor Force Attachment Rates[c] (%)	Over-Time Unemployment Rates[c] (%)
	Aug. 1967[a]	Interview Date[b]	Aug. 1967[a]	Interview Date[b]		
Black Males	92.9	92.9	4.4	9.9	90.3	11.0
Black Females	68.4	62.5	33.3	40.0	63.8	39.8
White Males	89.2	91.9	3.0	7.4	92.2	11.5
White Females	65.2	71.0	23.3	13.6	65.2	18.8

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[a] A common date, taken from each teenagers work history, which was used to produce data for computing labor force measures. August, 1967 was two months after graduation for those who were not dropouts and a variable number of months after departure from school for the dropouts.

[b] In the text, we often use the term "current" in place of "interview date." The respondents were interviewed in early 1968.

[c] For definitions, see text (p.   ).

rates were similar for both male groups but somewhat dissimilar for both female groups at the two points in time recorded. The participation rates for all subgroups were above those for similar groups on the national level; the male participation rate, for example, was roughly 92 percent compared to a national rate for the comparable group of roughly 85 percent.[2]

The unemployment rates for males were remarkably low in the summer of 1967, especially in view of the recent graduation from high school of three-fifths of the group. As conditions worsened for three of the groups through the fall and winter in response--due no doubt, to seasonal shifts in the demand for labor--the unemployment rates approached the national levels of comparable groups.[3] The discouragingly high 40 percent unemployment rate for black females was above, but consistent with, the 25 to 30 percent rates which prevail for black females in the nation who were recent school leavers.

Conventional labor force participation and unemployment rates revealed only part of the labor force experience of any group of workers.

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[2] Elizabeth Waldman, "Employment of High School Graduates and Dropouts in 1966," Monthly Labor Review, Vol. 90, (July, 1967), p. 18.

[3] For 1965-66 school leavers, the unemployment rate was 10.4 percent and 15.2 among males and females, respectively, in October, 1966. For all black and white male non-enrolled persons between the ages of 16 and 21 in the labor force in October, 1966, the unemployment rates were 11.6 and 7.4 percent, respectively. The national groups, however, are not perfectly comparable to ours because among the latter are males who were not very recent school leavers. October, 1966 was roughly 18 months before our survey and was a month in which aggregate demand was relatively lower than it was in the spring of 1968. (Ibid., pp. 18-19).

First, there were measures of conditions at only one moment-in-time and thus did not provide information on the duration of any labor market experience. Second, they did not indicate the extent of underutilization that was manifested, for example in involuntary part-time employment or disguised unemployment. To deal with the first problem, an over-time labor force participation rate and an over-time unemployment rate were developed. The over-time participation rate may be labeled a "labor force attachment rate." For each individual, the attachment rate was the sum of time spent in the labor force divided by the length of time he had been out of school. The mean attachment rates for each of the four sex-race groups appear in Table 8. Their closeness to the labor force participation rates indicate that the latter, moment-in-time measure was probably a good proxy for the average over-time experience for each of the four groups and that the male youths were generally committed to continuous participation in the labor force.

The mean, over-time unemployment rates of Table 8 were derived by averaging over the sample the proportion of time that individuals spent unemployed, as defined conventionally, since leaving school. For example, if an individual was in the labor force for six of the twelve months and was unemployed for two of the six months, then his over-time unemployment rate was 33 1/3 percent. Such a rate was computed for each individual before the mean rates were computed. For both groups of female youth, these rates appeared to be reasonably consistent with the pair of moment-in-time unemployment rates shown in Table 8. For males, particularly the white ones, the over-time rates were somewhat higher than the moment-in-time rates. The consistency may indicate that some males either had engaged in involuntary part-time work or, more likely, experienced total unemployment during the winter months for which we have not computed moment-in-time rates.

To deal with the second problem mentioned above, the subemployment index was developed to measure underutilization which existed among those who were involuntarily part-time employed, discouraged by labor market conditions from searching for work, engaged in "low-wage" employment, in addition to that underutilization which exists among workers because of conventionally defined "employment."[4] The index of subemployment devleoped here was not identical with the one used by the Bureau of Labor Statistics; no measure of "undercount" (i.e. the unemployed missed in the survey) was included here. We had to replace a substantially greater proportion of the white youth in the original sample with substitute respondents (see Table 7), but we could not identify the cause of the problem and, therefore, did not know whether this was an indication of an undercount among white youth. Also, the cut-off wage was $43.75 per 35 hour work-week, as opposed to the Bureau of Labor Statistics cut-off of $56 for non-heads of households in urban slum areas who worked 40 or more hours per week;[5] all workers earning less than $43.75 for 35 or more hours of work were also assumed to be sub-employed.

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[4] See Table 9, page for operational definition of subemployment.

[5] U. S. Department of Labor, Manpower Report of the President: April, 1967 (Washington: U. S. Government Printing Office, April, 1967), p. 75. The lower cut-off wage was selected because of the lower wage and living cost levels in a rural area like this one; and because these are teenagers who may be paid low wages while they are receiving on-the-job training.

In Table 9, the sub-employment rates for the date of interview were considered more reliable than those for August 12, 1967. More detailed questions were posed for the labor force status at the time of interview. The table shows that at the time of interview the only substantial source of sub-employment for whites was regular unemployment; shortly after leaving school, relatively few of the whites were employed at "low" wages. For blacks, sub-employment was attributable to involuntary part-time employment, low-wage employment, and regular unemployment; for black females there appeared to be a substantial discouraged worker effect operating. Also, the sub-employment rates dramatized some differences between the labor market experience of Negro and white males which do not show up in the moment-in-time and over-time participation and unemployment rates.

In summary, the measures of underutilization fo labor yield the following conclusions:

1. Judging from the unemployment rates alone, the employment problems of out-of-school teenage males in the sample did not appear to be as great as the problems of this same group nationwide.

2. Only in terms of the sub-employment measure did black males experience significantly greater degrees of underutilization than did white males. It should be noted that the differences we found between the black and white males in our sample may be far less than those that exist between all black and white males for a particular teenage cohort. This is possible because black youth in the relevant age cohorts may

Table 9. Sub-Employment Status and Sub-Employment Rates for Teenagers in Moore and Harnett Counties, N. C., 1967

		(1) Totals Cols. 2 thru 7)	(2) Employed[a]	(3) Unemployed[b]	(4) Involuntarily Part-Time Employed[c]	(5) Discouraged Workers[d]	(6) Low-Wage Workers[e]	(7) Not in Labor Force[f]	(8) Sub-Employment Rate = $\frac{(3)+(4)+(5)+(6)}{(1) - (7)}$
Aug. 1967	No.	94	72	4	5	0	6	7	
Black Males	%	100.0	76.8	4.2	5.3	0	6.3	7.4	17.2
Interview Date	No.	98	70	9	8	0	4	7	
	%	100.0	71.4	9.2	8.2	0	4.1	7.1	23.1
Agu. 1967	No.	76	23	18	1	0	9	25	
Black Females	%	100.0	30.3	23.7	1.2	0	11.8	32.9	54.9
Interview Date	No.	77	20	20	2	5	5	25	
	%	100.0	26.0	26.0	2.5	6.5	6.5	32.5	61.5
Aug. 1967	No.	73	60	2	0	1	3	7	
White Males	%	100.0	82.2	2.7	0	1.4	4.1	9.6	9.1
Interview Date	No.	72	58	5	2	0	1	6	
	%	100.0	80.6	6.9	2.8	0	1.4	8.3	12.1
Aug. 1967	No.	89	41	14	1	0	4	29	
White Females	%	100.0	46.1	15.7	1.1	0	4.5	32.9	31.7
Interview Date	No.	92	56	9	0	1	1	25	
	%	100.0	60.9	9.8	0	1.1	1.1	27.2	16.4

[a] Includes full-time, voluntary part-time, and unpaid family workers working more than 15 hours per week.

[b] Includes those not at work, looking, and currently available for work, as well as those expecting recall or expecting to start a new job. Note that "Unemployment rates" in this column are lower than the unemployment rates because the labor force base is expanded in this table.

[c] Includes those who are working less than 35 hours per week and would perfer to work more than they are currently working.

[d] Includes those who have given up the search for work because of the futility of their past search.

[e] Persons earning less than $43.75 for 35 hours or more of work.

[f] Includes those who are not at work and are not interested in working, as well as persons voluntarily employed less than 15 hours per week in unpaid family work.

have dropped out of school prior to the 1966-1967 school year in relatively greater numbers; and these youth may be the ones who are experiencing the most serious unemployment problems.

3. The female youth were encountering greater labor market difficulties than were the male youth.

4. The black female youth have had especially poor employment experience.

Sources of Unemployment Among Rural Youth

This section is devoted to the major sources of unemployment among rural youth. The answers to the following questions were sought:

1. How "high"--and thus how problematic--were the unemployment rates? That is, how much of the existing unemployment was the result of voluntary actions on the part of the individuals involved and how much was due to supply and demand factors which produce involuntary unemployment or underemployment?

2. Were their important differences among the abilities of the four teenage subgroups in terms of getting and holding jobs? In particular, was there a significant difference between the experience of black and white males? And why do black females experience unemployment rates in the range of 40 percent and sub-employment rates around 60 percent?

Economists generally distinguish among four types of unemployment. The first is "frictional unemployment," that which is associated with the short time workers need to match themselves with existing jobs and which results from imperfect knowledge of the labor market and minor labor immobilities. The second is "seasonal unemployment," which is associated with periodic changes in demand for labor, and which may or may not be of short duration. The third is "structural unemployment," which is defined as being a mismatch in the pattern of the demand for and the supply of labor. When a structural problem exists, there may be a sufficient quantity of jobs to match the quantity of job seekers, but serious wage rigidities and/or labor immobilities prevent the necessary matching of the two. The fourth type results from generally inadequate aggregate demand and is sometimes labeled "cyclical unemployment."

Although these concepts are usually applied in discussions of unemployment in the economy as a whole, there was some merit in adopting them for a discussion of the youth unemployment problem in the small rural area that was studied. Thus, the researchers sought to discover the extent to which the observed unemployment rates were attributable to: (a) frictional unemployment, arising from the high labor force and job mobility of youth; (b) seasonal layoff, especially in farm and resort work; (c) structural problems due perhaps to minimum wages, minimum age laws, high reservations wages, the lack of requisite skills, and strong employer tasks; or (d) insufficient demand, reflected in too few jobs in the area to absorb the supply of teenage labor. Data on the youth unemployment problem on a national level indicated that the problem is in part frictional and in part a consequence of the rapid influx of youths into the labor market.[6] The evidence presented here suggests that the

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[6] Edward Kalachek, "The Youth Labor Market," a paper prepared for the National Manpower Policy Task Force, Washington, D. C., June, 1968.

problem in this rural area was likewise in large part frictional. Only for black females and for a small segment of the other youth was the problem more complex than that; for the latter, the problem seems to result from a combination of demand and structural factors.

The data in Tables 8 and 9 indicate that most male youth were committed to regular participation in the labor force. The mean amount of time spent in the labor force since leaving school exceeded 90 percent for black and white males. Over 85 percent of the white and over 80 percent of the black males spent more than 90 percent of their post-school days in the labor force. Overwhelmingly, the males were not persons who frequently entered and exited from the labor force. Whatever substantial non-participation existed was concentrated among less than 10 percent of the total male sample. As the sub-employment data in Table 9 shows, non-participation in the labor force did not result from discouragement with labor market conditions. Seven of the 13 male non-participants were in training, in school, or about to enter the service. Only five were "taking it easy." The major point drawn from the participation data was that the absence of a discouraged worker effect was a sign of lack of serious structural or demand problems for the male youths. For the black females, however, the fact that 7.5 percent of that subgroup were discouraged non-participants was a sign of serious structural-type problems.

Examining data on why the unemployed youths separated from their jobs was helpful in explaining the unemployment level among this group of youths. The first line of Table 10, part I, indicates that in only

Table 10. Reasons for Unemployment and Reasons Unemployed Teenagers Left Their Jobs, Moore and Harnett Counties, N. C., 1967

	Total %	(1) Job Loser %	(2) Job Leaver %	(3) Labor Force Entrant %
	I. Reasons for Unemployment			
1. Sample Youths Ever Unemployed	100.0	31.9	29.3	38.8
2. Sample Youths Unemployed at Interview Date	100.0	48.8	19.5	31.7
3. All Unemployed persons, ages 16-19, Jan. 1966.[a]	100.0	25.5	15.3	59.1
	II. Reasons Unemployed Left Their Last Jobs			
4. Sample Youths Ever Unemployed	100.0	52.1	47.8	
5. Sample Youths Unemployed at Interview Date	100.0	71.4	23.8	
6. All out-of-School youth, Ages 16-21, Feb. 1963[b]	100.0	61.6	38.4	

[a] Source: Kathryn D. Hoyle, "Why the Unemployed Looked for Work," Monthly Labor Review, Vol. 90 (January, 1967), p. 35.

[b] Source: Thomas E. Swanstrom, "Out-of-School Youth-Part II," Monthly Labor Review, Vol. 87 (December, 1964), adapted from Table 4, p. 1420.

32 percent of the instances in which members of the sample experiences unemployment was the loss of a job the cause. Two-thirds of the periods of unemployment experienced were due to the youth leaving jobs or entering the labor force. Of those currently unemployed, however, nearly 50 percent attributed their problem to the loss of their last job (Column 1, line 2). The end of seasonal jobs and slack demand[7] in local plants affected a small segment of this group. On line 3, national data for all enrolled and non-enrolled teenagers provided a basis for comparison with our data. The youths studied were less often frictionally unemployed (columns 2 and 3). Part II of Table 10, contrasts study data on the causes of job-separation with national data for February, 1963 for all out-of-school youths (ages 16-21). The study data showed a higher proportion of job losers among those currently employed: (it should be recalled that in February, 1963, unemployment rates, nationally, were higher than those in 1967-68). Interestingly, nearly half of the youths currently unemployed were black females.

The data in Table 11 shed further light on the unemployment problem among these youth. These data indicated that approximately 30 percent of the unemployment periods experienced by the sample were of less than one month duration, and nearly 60 percent of these periods lasted less than three months. Less than 10 percent of the periods of unemployment experienced by the sample lasted more than seven months, and this long-term unemployment was largely experienced by black females. In fact, very few of the males and white females experienced substantial periods of unemployment since leaving school. For example, only about 10 percent

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[7] A few of the currently unemployed indicated that their employers were reducing the work week and/or their work force because they did not need people now.

Table 11. Duration of Unemployment Among Teenagers in Moore and Harnett Counties, N. C., 1967[a]

			Months					
			(1)	(2)	(3)	(4)	(5)	(6)
Race-Sex Subgroup		Total Periods of Unemployment	1	1 and 3	3 and 7	7 and 16	Percent of Entire Subgroup Unemployed Immediately After Leaving School	Immediate Post-School Unemployment Periods as Percent of Total Unemployment Periods
Black Males	No.:	49	14	15	18	2	28.6	51.8
	%	100.0	28.6	30.7	36.7	4.1		
Black Females	No.:	37	8	4	11	14	34.2	49.1
	%	100.0	21.6	10.8	29.7	37.8		
White Males	No.:	37	16	8	11	2	20.3	35.7
	%	100.0	43.2	21.6	29.7	5.4		
White Females	No.:	54	22	13	15	4	21.5	3.17
	%	100.0	40.7	24.1	27.8	7.4		
TOTAL	No.:	177	60	40	55	22		
	%	100.0	33.9	22.6	31.1	12.4	26.2	32.7

[a] The number and percentages in columns 1 through 4 are for completed periods of unemployment. The percentages in columns 5 and 6 were computed by using all unemployment periods, including those experienced at the time of the interview.

of the males were unemployed 30 percent or more of the time they were in the labor force. And this 10 percent segment accounted for an extremely disproportionate share of all the unemployment experienced by the males in the study. It should also be noted that over 40 percent of the unemployment periods were encountered when the youths first entered the labor force. Over one-fourth of the youth experienced unemployment in making the transition from school to work.

The surveyed employers were asked to provide information on the total number of employees at the time of the interview and on the number and nature of job vacancies in their firms. They were told, following U. S. Bureau of Employment Security definitions, that "a job vacancy existed when a job is (a) immediately available for occupancy, (b) to be filled by workers from outside of your firm, and (c) when you are actively seeking workers for such a job. The job may be full or part-time, permanent, temporary, or seasonal." The employers were given a precise explanation of the term "actively seeking" when they suggested the need for it.[8]

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[8] The precise, U. S. Bureau of Employment Security definition is "When you are actively seeking workers, you are doing one of the following things: (1) soliciting assistance of public or private employment agencies, school or college placement offices, labor unions, employee groups, business or professional organizations, business associates, friends, and employees in locating suitable candidates; (2) using "help wanted" advertising (newspaper, magazine, radio, television, direct mail, posted notices, etc.); (3) conducting recruitment programs or campaigns; (4) interviewing and selecting "gate" and "walk-in" or "mail" applicants or workers searched out of applicant files; and (5) opening or reopening the acceptance of applications from prospective candidates.

"And, please, do not include the following in the table because we do not consider them to be vacancies: (1) jobs held for for employees who will be recalled; (2) jobs to be filled by transfer, promotion, or demotion;

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The survey and other available data indicated that the labor market in these rural counties was not overly tight. The job vacancy rate, the ratio of job vacancies to the sum of the filled and vacant jobs within the firms, averaged about 2.7 percent (see Table 12). In only 24 of the 116 surveyed firms, were there vacancies reported. Very few employers complained about their inability to find workers. The job vacancy rate appeared to be "normal," that is, fully explained by regular turnover of plant work forces.[9]

Data on overall unemployment in the two-county area indicated that unemployment rates had fallen below 4 percent by the fourth quarter of 1967. Such an overall rate indicates that there were no serious shortages in the aggregate demand for demand labor--and too, that the demand for labor was not excessive.

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(3) jobs held for workers on paid or unpaid leave; (4) jobs filled by over-time work which are not intended to be filled by new workers; (5) job openings for which new workers were already hired and scheduled to start work at a later date; and (6) those jobs unoccupied because of labor-management disputes."

[9] The jobs available were mostly entry level types requiring few skills and little or no previous experience. Only 15 percent of them offered wages above $1.60 per hour, approximately the median wage of the employed males we surveyed. While the jobs were appropriate for teenagers in terms of the skills demanded and wages paid, there is some question as to the interest of the employers in hiring teenagers. For example, 12 of the 21 firms which had 100 or more employees indicated that even if teenagers could perform their tasks as well as non-teenagers, they still preferred to hire non-teenagers. In this connection. the usual problems of the military draft and "dependability" were mentioned as the key explanatory factors.

Table 12. Aggregate Unemployment Rates and Job Vacancy Rates of Firms in the Non-Farm Sector of Moore and Harnett Counties, N. C., 1967

Number of Employees in Firm	Job Vacancy Rate (%)	Year	Overall Unemployment Rate (%)*	
			Harnett County	Moore County
4-9	3.1	1962	6.9	5.7
10-19	2.5	1963	6.6	6.4
20-49	1.3	1964	7.3	6.5
50-99	1.8	1965	6.4	5.3
100 or more	2.8	1966	5.3	4.6
		1967	4.3	4.4
		3rd quarter 1967	3.8	5.0
		4th quarter 1967	4.0	3.7

Source: North Carolina Bureau of Employment Security, North Carolina Work Force Estimates, (Raleigh: August, 1968), pp. 89-90, 129-130.

One other perspective on teenage employment conditions in this area is reflected in Table 13. Evidently, many of the school leavers spent their first post-school year maneuvering for a better position in the labor market. Most of the youths reportedly left their jobs voluntarily, and over three-fourths of these job leavers did so out of dissatisfaction with some aspect of their jobs. Except for the black females, the job change process appeared to be largely voluntary and rational. It resulted in hourly wage increases that were apparently much greater than the secular increase in wages; and as the responses to other survey questions showed, resulted in greater satisfaction with work and working conditions. The teenagers were, of course, still on the move. Over 30 percent of those presently employed planned to change jobs within the next year. This job mobility resulted in some unemployment; but, in the case of males, the correlation between the "proportion of post-school labor force time spent unemployed" and the "number of labor force status changes" is low ($R^2 = .17$), indicating that job mobility was not the cause of the few instances of serious unemployment problems among the male youths. High job mobility raises the frictional unemployment rate, but appears to be a beneficial--although perhaps a relatively expensive--phenomenon.

Summary

The data in Tables 8 and 9, coupled with those in Table 14 in Chapter IV, indicate that the unemployment problem among the surveyed youth, except for the black females, has been largely a frictional one since their departure from school. For the males, the high labor force attachment rates, the lack of any discouraged worker effect, the fact

Table 13. Factors Associated with Job Mobility of School Leavers in Moore and Harnett Counties, N. C., 1967

			Reasons for Separation From Jobs During Entire Post-School Period			Job Changes and Wage Changes		
		(1) Total No. of Separations	(2) Job Leaver: Personal, Health, More Educ. Reasons	(3) Job Leaver Dissatisfaction With Job	(4) Job Loser	(5) Total No. of Job Changes	(6) No. of Youth Having Job Changes	(7) Mean Hourly Wage Change, Those Having Changes (cents)
Black	No.	120	15	63	41	78	51	+13
Males	%	100.0	12.5	53.3	34.2			
Black	No.	48	7	15	26	16	15	-20
Females	%	100.0	14.6	31.3	54.1			
White	No.	101	15	54	32	93	55	+20
Males	%	100.0	14.9	53.4	31.7			
White	No.	74	19	29	26	38	35	+19
Females	%	100.0	25.7	39.2	35.1			
TOTAL	No.	343	56	162	125	225	156	
	%	100.0	16.3	47.3	36.4			

that 7 of every 10 unemployment periods resulted from entrance into the labor force, or as voluntary separation from a job, and the short-term nature of most of the observed unemployment are all factors that support this broad conclusion. The currently unemployed, however, did encounter unemployment for largely economic (i.e., slightly inadequate seasonal or "total" demand) and involuntary reasons. Also, the low job vacancy and overall unemployment rate and the responses of employers indicated nothing approaching a shortage of workers. Thus, when we compare the experience of the black females with that of their white counterparts, we must tentatively conclude that their problem is partly demand related, but mostly structurally based. There may not be enough jobs to go around in the area; but employer biases or some other unobserved factors are placing black females at the back of the labor market line, which resultes in their long-term unemployment or their being placed in high unemployment-risk jobs.[10] Thus, the observation of the disproportionately high unemployment rates, the very large discouraged worker effect, and the relatively excessive long-term unemployment among the black females may be identified, without ignoring the demand factor, as some type of structural problem.

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[10] See Table 17 in Chapter IV.

CHAPTER IV

FACTORS RELATED TO BLACK-WHITE DIFFERENCES IN LABOR MARKET EXPERIENCE

A major purpose of the study was to explain racial differences in unemployment and other types of underutilization among teenage youth. This chapter and Chapter V will attempt to analyze certain underlying personal, social and other background characteristics of youth to seek explanations of the differential rates of unemployment described in Chapter III .

This chapter will analyze teenage unemployment based on the traditional definition of labor force participation, briefly, those who are employed and those who are actively seeking employment. No attempt is made in this chapter to deal with the problems of those not in the labor force. Chapter V , however, will analyze teenage unemployment and explain differences in employment status of those in and out of the labor force. A new definition of employment status was developed and utilized as an analytical tool in Chapter V and will be explained fully in that chapter.

Analysis of Differences in Teenage Employment Rates

Chapter III produced evidence that only minor unemployment rate, but substantial sub-employment rate, differences existed between black and white males; and that very large differences in all measures of underutilization of labor existed between black and white females. The teenage survey data were used to determine how much of these differences might be explained by inter-group differences in a number of selected personal and background characteristics.

Table 14 indicates substantial similarity among the subgroups of the same sex in terms of such variables as age, educational attainment, and length of time out of school. The similarity in age and length of time out of school was not particularly surprising inasmuch as all of the sample members were 1966-67 school dropouts or high school graduates. But the similarity in age, education, etc., limited the power of these variables to explain differences in labor market experiences of each of the subgroups. It is true, of course, that differences in unemployment between black and white males were not great, but attempts were made to find in the data at least a partial socio-economic explanation for the substantially higher sub-employment rate of black males and the exceedingly high unemployment and sub-employment rates of black females.

Analysis of the Labor Market Experience

The information provided in Table 14 needs further discussion. The data for males indicate that their mean ages at the time of interview were almost identical. The shapes of the distributions were slightly different, the whites having relatively more older youths among them. The white youths also were out of school slightly longer than the black youths; and the whites spent a slightly larger proportion of their time in the labor force. These slight differences might have provided the white males with sufficient added labor market experience to explain the minor unemployment rate differentials.

Table 14. Characteristics of School Leavers in Moore and Harnett Counties, N. C., 1967

Sex-Race Subgroup	(1) Mean Age Interview Date (Years)	(2) Proportion 17 and Under, At School Leaving Date	(3) Mean Years of School Complete	(4) Percent Complete High School	(5) Mean Months Between School Leaving Interview Date	(6) Labor Force Attachment Rate (%)	(7) Percent Willing To Travel Over 1 Hr. To Work	(8) Reasons for Ending Education: (at Graduation or Dropout Time) (1) Financial (2) Lacked Ability, Tast for School (3) Marriage and Pregnancy (4) Other and No Reasons (%)
Black Males	18.5	37.8	11.1	66.3	10.4	90.3	78.0	(1) 60.4 (2) 20.9 (4) 18.7
Black Females	18.1	40.8	11.0	61.3	11.1	63.8	86.1	(1) 39.7 (2) 9.6 (3) 28.8 (4) 21.9
White Males	18.6	40.7	10.9	59.5	10.6	92.2	78.6	(1) 25.0 (2) 50.0 (4) 25.0
White Females	18.0	40.0	11.3	69.9	10.3	65.2	84.5	(1) 16.1 (2) 18.5 (3) 37.1 (4) 28.3

But black-white differences on other variables listed in Table 14 tends to give blacks offsetting advantages. For example, fewer black males than whites left school before they were eighteen, the blacks had a higher mean years of school completed, and a larger proportion of blacks had completed high school. Further, the variables in columns 7 and 8 may be thought of as proxies--perhaps weak ones--for measures of motivation and for ability. Proportionately as many blacks as whites were willing to travel over one hour to and from work, if necessary.

More interesting was the distribution of the males by their reasons for not continuing their schooling: 60 percent of the blacks provided financial reasons, compared to 25 percent of the whites; 21 percent of the blacks and 50 percent of the whites claimed they either lacked the ability or the desire to go further in school. If the youths were honestly and accurately assessing the explanations for their behavior, the black youths may be a more highly motivated and/or able group than the whites. Thus, what appears to be slight educational and motivational advantages of black males might be expected to offset the slight age and labor market advantages of white males. Apparently, they do not.

The failure of the blacks' educational advantage to overcome the slight edge in age and labor market experience conceivably is offset by the quality of his schooling. Perhaps the quality of black schools in this area, is poorer than that of the whites; so that the apparent advantage of the blacks is only nominal. Moreover, the data in Table 15 indicate that within a particular subgroup, years of school completed was inversely related to unemployment and sub-employment rates, except

Table 15. Relationship Between Years of School Completed and Labor Market Experience of Teenagers in Moore and Harnett Counties, N. C., 1967

Race-Sex Subgroup	Unemployment Rate %		Proportion with Over 90% Labor Force Attachment Rate %		Proportion Employed More Than 90% Of Time Since Leaving School %		Sub-Employment Rate %	
	Dropouts	Graduates	Dropouts	Graduates	Dropouts	Graduates	Dropouts	Graduates
Black Males	10.3	12.7	54.5	93.8	45.5	72.3	27.3	18.5
Black Females	40.0	44.4	29.0	67.3	6.5	26.5	80.0	54.1
White Males	21.4	0	83.3	95.3	56.7	90.7	26.9	2.5
White Females	26.7	9.8	20.7	61.5	20.7	36.9	33.3	11.5

for the unemployment rate of black males. Thus, even if formal educational attainment was an important determinant of labor market experience, it appears then that it was a more important factor for whites than for blacks.

Analysis of Labor Market Experience of Females

Much of what had been said just above holds for the explanation of the differences in the labor market experience of black and white females. It is interesting that the relative advantages in terms of age, education, and labor market experience of black and white males discussed above were apparently reversed for the black and white females. Moreover, the fact that black females, on the average, have been out of school and in the labor market (absolutely, not relatively) longer has clearly not meant overcoming the educational advantages of the white females.

Effect of Added Human Investment

There are other factors that influenced labor market experience. These may be combined into three groups: (1) "other investments" in the youth; (2) barriers to employment; (3) the occupations of youth.

With regard to the first group of factors, it was apparent that the whites have more frequently had vocational courses in high school and to an even greater extent, had training in business college, technical institute, full-time company training program, or apprenticeship program (see Table 16). Whatever training the black youth have had has genreally come through the Job Corps and MDTA programs; the participation in these government programs in this area has been overwhelmingly Negro.

Table 16. Distribution of School Leavers with Added Human Investments, Moore and Harnett Counties, N. C., 1967

Race-Sex Subgroups	Percent who Received Additional Training	Percent Who took Some Vocational Courses	Percent With Part-Time Jobs While in High School	Percent who Did Not Visit Employers to Get First Job
Black Males	9.3	77.5	43.3	36.5
Black Females	17.5	91.3	30.4	33.9
White Males	29.2	90.3	55.6	40.6
White Females	25.3	98.9	28.4	38.6

White males and black females more often held part-time jobs than their counterparts of the same sex. Slightly more white youths also got their first jobs without making visits to an employer. This may indicate the effect of "connections" that the whites have. The sub-employment rates may be, in part, a function of the effective differences in the skills provided by society to whites as against blacks prior to labor market experience. This effect should be distinguished from labor market discrimination which we have argued elsewhere also appears to exist or is expected to exist by blacks.

Analysis of Wage Distributions

Table 17 presents figures on the occupational and wage distributions of our sample of school leavers. Blacks tend to be more concentrated in the lower skilled occupations. The differences in the occupational distribution that existed between blacks and whites tended to be greater for black and white females than for Negro and white males. This

Table 17. Distribution of School Leavers by Last Occupation and Wage, Moore and Harnett Counties, N. C., 1967

Occupations, Hourly Wage	Black Males %	Black Females %	White Males %	White Females %
Clerical and Kindred Workers	2.1	5.9	0	36.7
Sales Workers	1.0	3.9	4.2	8.9
Craftsmen & Kindred Workers	0	2.0	12.5	0
Operatives & Kindred Workers	67.0	56.9	69.4	41.8
Household, Other Service Workers	15.6	21.6	8.3	11.4
Unskilled Laborers	13.5	9.8	5.5	1.3
Total	100.0	100.0	100.0	100.0
$0-1.40	37.2	55.1	20.0	28.2
1.41-1.60	27.7	24.5	27.1	34.6
1.61-1.80	27.7	18.4	32.9	15.4
1.81 and up	7.5	2.0	20.0	21.8
Total	100.0	100.0	100.0	100.0
Mean	1.48	1.25	1.65	1.49
Median	1.58	1.25	1.65	1.60

interpretation also holds for the wage differentials presented in the lower half of Table 17. In fact, the wage differentials between the black and white males subgroup was not as large as might have been expected. While the means ($1.48 and $1.65 for the black and white male subgroup, respectively) were significantly different at the 10 percent level.[1] Apparently, the relatively high level of demand which was credited with narrowing the oft-found unemployment rate gap between Negro and white males might also be credited with what we imagine to be a narrowing of the wage differentials between black and white males. In contrast, the wage differentials between black and white females was great. Undoubtedly the high level of unemployment and the (perhaps forced) concentration of specific occupations among the Negro female subgroup has a depressing effect on the black female wage rate.

Summary

The data indicated that the factors contributing to the wage and unemployment handicaps of black females are: some apparent educational and training handicaps; possible employer unwillingness to place blacks in sales or service positions necessitating regular and continuous contact with consumers; and the resultant concentration of black females in the lower skilled jobs--jobs which incidentally are frequently marred by layoffs. Factors such as quality of schooling and post-school training differences may explain the remaining wage and employment gaps between white and black males.

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[1] A X^2 test was applied to medians following Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences, (McGraw-Hill, 1956), pp. 107, 111-112.

CHAPTER V

PROBLEMS, CHARACTERISTICS AND BACKGROUND OF TEENAGE SCHOOL LEAVERS AND THEIR RELATIONSHIP TO EMPLOYMENT

The heart of the study was directed toward the employment problems that teenagers faced as they moved from school to work and toward seeking the generic bases for these problems. This chapter will describe some of the problems and experiences that teenagers had as they looked for and became established in jobs or found themselves unemployed. It will be sub-divided to give attention to the following areas of concern: (1) job seeking experience of teenagers, (2) education and training, (3) social and family background factors, and (4) personal characteristics.

The analysis of data presented in this chapter is based on a slightly different classification of employment status than was used in Chapters III and IV . The terms "fully employed" and "not fully employed" (see definitions in Glossary of Terms, page 154) were used to classify each subject studied based on their employment history. This classification includes everyone regardless of whether he is employed or has actively sought employment. It should be noted, however, that the results achieved utilizing this classification parallels those obtained utilizing traditional employment classifications.

JOB SEEKING EXPERIENCE IN THE LABOR MARKET

Each subject was asked if he or she had encountered any problems in finding a job after leaving school. Table 18 shows the comparison of all teenagers on their perception of problems encountered. Of the 311 who responded only 16.1 percent indicated that they had problems. Apparently,

Table 18. A Comparison of Whether Teenagers Encountered Problems in Finding First Job, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Encountered Problems																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	29	(14.3)	125	(85.7)	154	(100.0)	11	(15.7)	59	(84.3)	70	(100.0)	18	(21.4)	66	(78.6)	84	(100.0)
Negro	21	(13.4)	136	(86.6)	157	(100.0)	10	(10.5)	35	(89.5)	95	(100.0)	11	(17.7)	51	(82.3)	62	(100.0)
Total	50	(16.1)	261	(83.9)	311	(100.0)	21	(12.7)	144	(87.3)	165	(100.0)	29	(19.9)	117	(80.1)	146	(100.0)
	$X^2 = 1.7148$ 1 df. NS						$X^2 = 0.9766$ 1 df. NS						$X^2 = 0.3045$ 1 df. NS					

those subjects who had never been employed failed to respond, which makes the number having felt problems look somewhat smaller than would be expected when succeeding questions about specific problems are analyzed. However, of those who did respond, no significant difference was noted between Negro and white teenagers. When comparing teenage males alone, here again, no significant differences between Negroes and whites were found. The same was true in a comparison of teenage females.

Rejection for Employment

Teenage school leavers were asked if they felt that they had ever been rejected for employment when they knew a position was open for which they were qualified. Of the 337 teenagers who responded, 24.7 percent felt that they had been rejected for some other reason than their ability to perform when a job opening was available. Table 19 shows a significant difference in rate of perceived rejection between Negroes and whites with white teenagers perceiving greater rejection than Negroes. When comparing teenage males the perceived rejection rate for white was 31.5 percent as compared to 11.3 percent for Negroes. However, a comparison of females yielded no significant difference between Negroes and whites.

To determine the factors which contributed to their perceived employment rejection, teenage school leavers were asked if they were ever rejected for employment because of their age, sex, or race. Each of the factors is analyzed separately in the succeeding paragraphs.

Table 19. A Comparison of Teenagers on Their Perception of Being Rejected for Employment When They Knew a Position was Available, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Rejection for Employment																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	43	(27.2)	115	(72.8)	158	(100.0)	23	(31.5)	50	(68.5)	73	(100.0)	20	(23.5)	65	(76.5)	85	(100.0)
Negro	29	(17.0)	142	(83.0)	171	(100.0)	11	(11.3)	86	(88.7)	97	(100.0)	18	(24.3)	56	(75.7)	74	(100.0)
Total	72	(24.7)	257	(75.3)	329	(100.0)	34	(20.0)	136	(80.0)	170	(100.0)	38	(23.9)	121	(76.1)	159	(100.0)
	$X^2 = 5.0648$ 1 df. $P < .05$						$X^2 = 10.5874$ 1 df. $P < .01$						$X^2 = 0.0503$ 1 df. NS					

Employment Rejection Because of Age: Of the 322 teenagers who responded, 17.5 percent felt they had been rejected for employment because of their age (Table 20). A comparison of teenage males yielded no significant differences between Negroes and whites, but a comparison of teenage females did yield a significant difference between Negroes and whites.

Employment Rejection Because of Sex: Table 21 shows that few teenagers responded that they were rejected for employment on the basis of their sex. Negroes more than whites perceived sex as a reason for employment rejection.

Employment Rejection Because of Race: Table 22 shows comparisons of teenagers on perceived rejection for employment based on race. It is noteworthy that only 13 of the 329 teenagers who responded felt they were rejected for employment because of their race. This rejection rate of less than 4 percent was smaller than that due to age or sex. Furthermore, no significant difference was found when comparing Negroes and whites. Moreover, no significant differences were yielded when comparing Negro and white males or Negro and white females.

Perceptions of Racial Equality in Employment and Advancement

Of interest in the study was an assessment of the teenager's perception of racial equality in employment and advancement in their community. Each teenager was asked how he felt about it. Of the 292 who responded 61 percent felt that there was equality. In comparing Negro and white teenagers, a significant difference was observed. Forty-nine percent of the Negroes felt that there was equality compared to nearly 75 percent for whites.

Table 20. A Comparison of Teenagers on Perceived Rejection for Employment for Which Qualified Because of Age, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Rejected Because of Age																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	26	(16.4)	133	(83.6)	159	(100.0)	19	(26.0)	54	(74.0)	73	(100.0)	7	(8.1)	79	(91.9)	86	(100.0)
Negro	32	(18.5)	141	(81.5)	173	(100.0)	16	(16.3)	82	(83.7)	98	(100.0)	16	(21.3)	59	(78.7)	75	(100.0)
Total	58	(17.5)	274	(82.5)	332	(100.0)	35	(20.5)	136	(79.5)	171	(100.0)	23	(14.3)	138	(85.7)	161	(100.0)
	$X^2 = 0.2643$ 1 df. NS						$X^2 = 2.4185$ 1 df. NS						$X^2 = 5.6953$ 1 df. $P < .05$					

Table 21. A Comparison of Teenagers on Perceived Rejection for Employment for Which Qualified Because of Their Sex, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Rejection Because of Sex																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	1	(0.6)	161	(99.4)	162	(100.0)	0	(0.00)	71	(100.0)	71	(100.0)	1	(1.1)	90	(98.9)	91	(100.0)
Negro	17	(9.7)	158	(90.3)	175	(100.0)	7	(7.1)	91	(92.9)	98	(100.0)	10	(13.0)	67	(87.0)	77	(100.0)
Total	18	(5.3)	319	(94.7)	337	(100.0)	7	(4.4)	162	(95.6)	169	(100.0)	11	(6.5)	157	(93.5)	168	(100.0)
	$X^2 = 13.7694$ 1 df. $P < .001$						$X^2 = 5.2905$ 1 df. $P < .05$						$X^2 = 9.6332$ 1 df. $P < .01$					

Table 22. A Comparison of Teenagers on Perceived Rejection for Employment for Which Qualified Because of Race, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Rejected Because of Race																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	3	(1.9)	157	(98.1)	160	(100.0)	1	(1.4)	71	(98.6)	72	(100.0)	2	(2.3)	86	(97.7)	88	(100.0)
Negro	10	(5.9)	159	(94.1)	169	(100.0)	4	(4.1)	93	(95.9)	97	(100.0)	6	(8.3)	66	(91.7)	72	(100.0)
Total	13	(3.6)	316	(96.4)	329	(100.0)	5	(3.0)	164	(97.0)	169	(100.0)	8	(5.0)	152	(95.0)	160	(100.0)
	$X^2 = 3.5383$ 1 df. NS						$X^2 = 1.0765$ 1 df. NS						$X^2 = 3.0622$ 1 df. NS					

Satisfaction with Jobs Secured by Teenage School Leavers

Teenagers were asked two questions about their first employment and their current employment. They were: are you satisfied with the working conditions and are you satisfied with the wages? This was done to see if changes in jobs, if any, had increased their job satisfaction as measured by working conditions and wages.

Satisfaction with Working Conditions, First Job: Of the 295 teenagers who responded, 35.3 percent expressed dissatisfaction with their first job after leaving school (Table 23). In comparing all teenagers on satisfaction with working conditions, no significant difference was found between Negroes and whites. Furthermore, no significant differences were found when comparing Negro and white males or Negro and white females.

Satisfaction with Working Conditions, Current (or Last) Job: There was a remarkable difference between the responses of teenagers to the working conditions of their first job and their current job. Table 24 shows that only 20.9 percent of the 282 respondents to the question expressed dissatisfaction with working conditions on their current job. In comparing all teenagers on satisfaction with working conditions on their present job, a significant difference between Negroes and whites was found. Over 27 percent of the Negroes expressed dissatisfaction whereas dissatisfaction was expressed by only 14.3 percent of the whites. No significant difference was found between Negro and white males, but white and Negro females were found to be different. Only 13.7 percent

Table 23. A Comparison of Teenagers on Satisfaction with the Working Conditions on First Job, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Satisfaction with the Working Conditions on First Job																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	92	(64.3)	51	(35.7)	143	(100.0)	43	(64.2)	24	(35.8)	67	(100.0)	49	(64.5)	27	(35.5)	76	(100.0)
Negro	99	(65.1)	53	(34.9)	152	(100.0)	59	(62.1)	36	(37.9)	95	(100.0)	40	(70.2)	17	(29.8)	57	(100.0)
Total	191	(64.7)	104	(35.3)	295	(100.0)	102	(63.0)	60	(37.0)	162	(100.0)	89	(66.9)	44	(33.1)	133	(100.0)
	$X^2 = 0.0204$ 1 df. NS						$X^2 = 0.0724$ 1 df. NS						$X^2 = 0.4783$ 1 df. NS					

Table 24. A Comparison of Teenagers Satisfaction with Working Conditions of Present (Last) Job, by Race and Sex in Moore and Harnett Counties, N . C., 1967

Race	Satisfied with Working Conditions																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	120	(85.7)	20	(14.3)	140	(100.0)	57	(85.1)	10	(14.9)	67	(100.0)	63	(86.3)	10	(13.7)	73	(100.0)
Negro	103	(72.5)	39	(27.5)	142	(100.0)	69	(73.4)	25	(26.6)	94	(100.0)	34	(70.8)	14	(29.2)	48	(100.0)
Total	223	(79.1)	59	(20.9)	282	(100.0)	126	(78.3)	35	(21.7)	161	(100.0)	97	(80.2)	24	(19.8)	121	(100.0)
	$X^2 = 7.4007$ 1 df. $P < .01$						$X^2 = 3.1315$ 1 df. NS						$X^2 = 4.3574$ 1 df. $P < .05$					

of the white females expressed dissatisfaction compared to 29.2 percent of the Negro females. For both Negro and white teenagers, dissatisfaction with working conditions decreased from first to current job.

Satisfaction with Wage, First Job: One hundred or 34.1 percent of the 293 teenagers who responded to this question expressed dissatisfaction with the wages they received from their first employment. Table 25 shows very similar results to those found for working conditions on the first job. Similarly, no significant differences were found between Negro and white males or between Negro and white females.

Satisfaction with Wages, Current Job: Twenty-five and five tenths percent of the 282 teenagers who responded to this question expressed dissatisfaction with the wage they received on their present job (Table 26). No significant difference was found when comparing Negroes and whites. Furthermore, comparisons of teenage males and teenage females yielded no significant differences between Negroes and whites.

From the comparisons on working conditions and wages, a marked improvement in level of satisfaction was observed from the teenager's first employment to his present employment. Furthermore, very few differences were observed based on employment status.

Summary

The data presented in this section suggest that a significant percentage of teenagers feel that they fail to get jobs because of their age, sex, and race; but only small differences in rates of rejection between Negroes and whites were found. It is interesting to note that

Table 25. A Comparison of Teenagers on Satisfaction with Wages on First Job, by Race and Sex in Moore Harnett Counties, N. C., 1967

Race	Satisfied with Wages on First Job																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	91	(63.6)	52	(36.4)	143	(100.0)	39	(58.2)	28	(41.8)	67	(100.0)	52	(68.4)	24	(31.6)	76	(100.0)
Negro	102	(68.0)	48	(32.0)	150	(100.0)	64	(68.1)	30	(31.9)	94	(100.0)	38	(67.9)	18	(32.1)	56	(100.0)
Total	193	(65.9)	100	(34.1)	293	(100.0)	103	(64.0)	58	(36.0)	161	(100.0)	90	(68.2)	42	(31.8)	132	(100.0)
	X^2 = 0.6200 1 df. NS						X^2 = 1.6555 1 df. NS						X^2 = 0.0047 1 df. NS					

Table 26. A Comparison of Teenagers on Satisfaction with Wages at Present (Last) Job, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Satisfied with Wages																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	101	(73.2)	37	(26.8)	138	(100.0)	49	(74.2)	17	(25.8)	66	(100.0)	52	(72.2)	20	(27.8)	72	(100.0)
Negro	109	(75.7)	35	(24.3)	144	(100.0)	70	(75.3)	23	(24.7)	93	(100.0)	39	(76.5)	12	(23.5)	51	(100.0)
Total	210	(74.5)	72	(25.5)	282	(100.0)	119	(74.8)	40	(25.2)	159	(100.0)	91	(74.0)	32	(26.0)	123	(100.0)
	$X^2 = 0.2327$ 1 df. NS						$X^2 = 0.0215$ 1 df. NS						$X^2 = 0.2799$ 1 df. NS					

teenagers perceived race to be the least important barrier to employment of the three. However, in response to their perceptions of racial equality in employment and advancement, more whites felt that all had equal opportunity, whereas more Negroes felt that whites had greater opportunity. This inconsistency might be explained by the assertion that Negro youth may have looked only for jobs that were traditionally black jobs, while at the same time perceiving limited opportunity for employment and advancement of the type they desire.

Teenagers indicated considerable dissatisfaction with both working conditions and wages of their first job. There was marked improvement in both aspects of the jobs between their first and current job. This perhaps can be explained by the job search and adjustment process which accounts for the large turnover in employment of youth. It should be noted, however, that no differences were found between Negroes and whites relative to job satisfaction. The problems encountered by teenagers appear to be similar for both Negroes and whites with about the same proportion of each race having problems finding jobs. However, the data presented here and in Chapter III suggest that Negro females are most seriously affected by employment problems.

EDUCATION AND TRAINING

The study also attempted to assess the relationship of high school education and training to employment performance of teenage school leavers. Does it make any difference if a teenager has had vocational training insofar as establishment in a job is concerned; and if so, are these differences related to sex, race, or employment status?

Educational Level of Teenagers

Over two-thirds of the teenage school leavers had reached at least the 12th grade in high school. The results in Table 27 further indicate no significant difference between Negroes and whites in highest grade attained. Furthermore, no differences were found when comparing Negro and white males and Negro and white females. An analysis of the relationship of amount of education to employment status, shown in Table 28, indicates that the amount of general high school education is a factor influencing only the employment status of male teenage school leavers. A significant difference was found when comparing employed and unemployed Negro males, and employed and unemployed white males. However, the direction of the difference in the two comparisons were opposite which suggest that the amount of education is more important to whites with respect to employment than to Negroes. Interestingly, among females of both races, the amount of education was not found to be a factor influencing their employment status.

High School Vocational Training

Of the 345 teenagers in the study sample, 89.3 percent had enrolled in some kind of vocational training in high school (Table 29). Ninety-five percent of the white teenagers indicated that they had enrolled in vocational courses as compared to 83.7 percent of Negro teenagers. When comparing Negro and white males or Negro and white females, each was found to be significantly different.

Comparisons made to show the relationship of employment status to enrollment in high school vocational courses are presented in

Table 27. A Comparison of Teenagers on Educational Attainment by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Grade Level Attained																	
	All Teenagers						Male Teenagers						Female Teenagers					
	11th or Below		12th or Above		Total		11th or Below		12th or Above		Total		11th or Below		12th or Above		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	48	(28.7)	119	(71.3)	167	(100.0)	27	(37.0)	46	(63.0)	73	(100.0)	21	(22.3)	73	(77.7)	94	(100.0)
Negro	52	(29.2)	126	(70.8)	178	(100.0)	26	(26.5)	72	(73.5)	98	(100.0)	26	(32.5)	54	(67.5)	80	(100.0)
Total	100	(29.0)	245	(71.0)	345	(100.0)	53	(21.0)	118	(79.0)	171	(100.0)	47	(27.1)	127	(72.9)	174	(100.0)
	$X^2 = 0.009$ 1 df. NS						$X^2 = 2.138$ 1 df. NS						$X^2 = 2.263$ 1 df. NS					

Table 28. A Summary Comparison of Teenagers on Educational Attainment, by Race, Sex, and Employment Status in Moore and Harnett Counties, N. C., 1967

Highest grade attained	NEGRO				WHITE			
	MALE		FEMALE		MALE		FEMALE	
	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed
11th or less	10 (17.5)	16 (39.0)	7 (26.9)	19 (33.9)	14 (27.5)	13 (59.1)	8 (19.5)	13 (24.5)
12th or more	47 (82.5)	25 (61.0)	19 (73.1)	37 (66.1)	37 (72.5)	9 (40.9)	33 (80.5)	40 (75.5)
Total	57 (100.0)	41 (100.0)	26 (100.0)	56 (100.0)	51 (100.0)	22 (100.0)	41 (100.0)	53 (100.0)
X^2	5.645		0.173		6.602		0.335	
df.	1 df.		1 df.		1 df.		1 df.	
Sig. Level	$P < .05$		NS		$P < .05$		NS	

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	1.528	1	NS
Fully Employed White Females vs. Fully Employed Negro Females	0.795	1	NS
Not Fully Employed White Males vs. Not Fully Employed Negro Males	2.320	1	NS
Not Fully Employed White Females vs. Not Fully Employed Negro Females	1.160	1	NS

Table 29. A Comparison of Teenagers on High School Enrollment in Vocational Education Courses, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Enrolled in Vocational Courses in High School																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	159	(95.2)	8	(4.8)	167	(100.0)	66	(90.4)	7	(9.6)	73	(100.0)	93	(98.9)	1	(1.1)	94	(100.0)
Negro	149	(83.7)	29	(16.3)	178	(100.0)	76	(77.6)	22	(22.4)	98	(100.0)	73	(91.2)	7	(8.8)	80	(100.0)
Total	308	(89.3)	37	(10.7)	345	(100.0)	142	(83.0)	29	(17.0)	171	(100.0)	166	(95.4)	8	(4.6)	174	(100.0)
	$X^2 = 11.949$ 1 df. $P < .001$						$X^2 = 4.9128$ 1 df. $P < .05$						$X^2 = 5.8208$ 1 df. $P < .05$					

Table 30. Eighty-six percent of the fully employed Negro males had enrolled in vocational courses, whereas 65.9 percent of those not fully employed had enrolled. Likewise, 94.1 percent of fully employed white males had enrolled, compared to 81.8 percent for those white males not fully employed. Similar results were found among Negro and white females who were not fully employed. These findings indicate a rather strong relationship between vocational training and employment status.

Reasons for Enrolling in High School Vocational Courses

Of the 305 teenagers who indicated that they had enrolled in vocational courses in high school, 107 indicated that they enrolled to prepare for an occupation, while 198 indicated other reasons for enrollment (Table 31). Only 35.1 percent indicated that they had enrolled to prepare for an occupation. Twenty-four percent of the Negroes indicated that they had enrolled for occupational preparation in comparison to 45.3 percent for whites. Similarly, comparisons of Negro and white teenage males as well as Negro and white teenage females yielded significant differences. The fact that almost twice as many whites as Negroes enrolled in vocational courses to prepare for an occupation gives reason to suspect that much of the vocational education offerings are inappropriate to preparing Negroes for occupations. However, the problem is one that is common to both races and both sexes.

Value of High School Vocational Training in Obtaining Employment Upon Leaving School

A question was included to elicit each subject's perception of the value of his high school vocational training in landing his first job.

Table 30. A Summary Comparison of Teenagers on Enrollment in High School Vocational Education by Race, Sex, and Employment Status in Moore and Harnett, Counties, N. C., 1967

Enrolled in vocational education courses while in high school	NEGRO				WHITE			
	MALE		FEMALE		MALE		FEMALE	
	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Yes	49 (86.0)	27 (65.9)	23 (95.8)	50 (89.2)	48 (94.1)	18 (81.8)	40 (97.6)	53 (100.0)
No	8 (14.0)	14 (34.1)	1 (4.2)	6 (10.8)	3 (5.9)	4 (18.2)	1 (2.4)	0 (00.0)
Total	57 (100.0)	41 (100.0)	24 (100.0)	56 (100.0)	51 (100.0)	22 (100.0)	41 (100.0)	53 (100.0)
X^2	5.54		0.90		2.68		1.31	
df.	1 df.		1 df.		1 df.		1 df.	
Sig. Level	$P < .05$		NS		NS		NS	

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	1.96	1	NS
Fully Employed White Females vs. Fully Employed Negro Females	0.15	1	NS
Not Fully Employed White Males vs. Not Fully Employed Negro Males	1.79	1	NS
Not Fully Employed White Females vs. Not Fully Employed Negro Females	6.01	1	$P < .05$

Table 31. A Comparison of Teenagers on Reasons for Enrolling in Vocational Education Courses, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Reasons for Enrolling in High School Vocational Education Courses																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Prepare for an Occupation		Other Reason		Total		Prepare for an Occupation		Other Reason		Total		Prepare for an Occupation		Other Reason		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	72	(45.3)	87	(54.7)	159	(100.0)	25	(37.9)	41	(62.1)	66	(100.0)	47	(50.5)	46	(49.5)	93	(100.0)
Negro	35	(23.9)	111	(76.1)	146	(100.0)	16	(21.3)	59	(78.7)	75	(100.0)	19	(26.8)	52	(73.2)	71	(100.0)
Total	107	(35.1)	198	(64.9)	305	(100.0)	41	(29.1)	100	(70.9)	141	(100.0)	66	(40.2)	98	(59.8)	164	(100.0)
	$X^2 = 15.1769$ 1 df. $P < .001$						$X^2 = 4.6601$ 1 df. $P < .05$						$X^2 = 9.4652$ 1 df. $P < .01$					

Table 32 shows that of 288 subjects who had enrolled in vocational training in high school, only 91 or 31.6 percent perceived their vocational training as helpful in securing their first job. Only 22.5 percent of the Negroes indicated that vocational training helped, compared to 40.4 percent for whites. A comparison of teenage males yielded no significant difference between Negroes and whites. However, in comparing teenage females a significant difference existed with only 20.6 percent of the Negro females finding it helpful in obtaining a job compared to 44 percent for white females perceiving their vocational training as helpful in getting their first job. It is, therefore, apparent that the perceived benefits of high school vocational training in securing jobs for Negroes, both males and females, is considerably less than for whites.

Vocational Education Requiring Supervised Work Experience

Another concern of the study was to determine the prevalence of supervised work experience as a part of vocational courses, to find out who was getting the experience and to determine its value in aiding teenagers in securing jobs after leaving school. Findings presented in Table 33 indicate that less than 8 percent of the students enrolled in vocational courses had been involved in supervised work experience programs. A comparison of all teenagers yielded no significant difference between Negroes and whites. Similarly, when comparing teenage males and teenage females no significant difference between Negroes and whites were found.

Table 32. A Comparison of Teenagers on the Help Vocational Education Courses Gave in Landing Their First Job by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Did Vocational Education Courses Taken in High School Help You Land a Job After Leaving School																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	59	(40.4)	87	(59.6)	146	(100.0)	22	(35.5)	40	(64.5)	62	(100.0)	37	(44.0)	47	(56.0)	84	(100.0)
Negro	32	(22.5)	110	(77.5)	142	(100.0)	18	(24.3)	56	(75.7)	74	(100.0)	14	(20.6)	54	(79.4)	68	(100.0)
Total	91	(31.6)	197	(68.4)	288	(100.0)	40	(29.4)	96	(70.6)	136	(100.0)	51	(33.6)	101	(66.4)	152	(100.0)
	$X^2 = 10.64$ 1 df. $P < .01$						$X^2 = 2.02$ 1 df. NS						$X^2 = 9.28$ 1 df. $P < .01$					

Table 33. A Comparison of Teenagers on Enrollment in Vocational Education Courses Requiring Supervised Work Experience by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Vocational Education Courses Taken in High School Required Supervised Work Experience																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	16	(10,2)	141	(89.8)	157	(100.0)	11	(16.7)	55	(83.3)	66	(100.0)	5	(5.5)	86	(94.5)	91	(100.0)
Negro	8	(5.5)	137	(94.5)	145	(100.0)	6	(8.0)	69	(92.0)	75	(100.0)	2	(2.9)	68	(97.1)	70	(100.0)
Total	24	(7.9)	278	(92.1)	302	(100.0)	17	(12.0)	124	(88.0)	141	(100.0)	7	(4.3)	154	(95.7)	161	(100.0)
	$X^2 = 2.25$ 1 df. NS						$X^2 = 2.49$ 1 df. NS						$X^2 = 0.66$ 1 df. NS					

Education and Training After Leaving School

Twenty percent of the teenagers had enrolled in education or training programs after leaving school (Table 34). However, only 13 percent of the Negroes enrolled in post-secondary education as compared to 28.1 percent for whites. The difference, however, was significant for males only. This finding leads one to suspect that Negroes either do not perceive post-secondary occupational education as a means of occupational advancement or they are not being actively recruited by such institutions.

Use Made of Additional Training

Each of the respondents who had received post-secondary training was asked if he used the training on his present job. Table 35 shows that of the 66 who responded, 48.5 percent indicated that they used it in their present job. However, only 27.3 percent of the Negroes indicated that they were using the training compared to 59.1 percent for whites. When teenage males were compared, none of the Negroes reported that they were using the training as compared to 59.1 percent for whites. A comparison of teenage females yielded no significant difference between Negroes and whites on the use made of additional training. It would appear from these findings that additional investment in post-secondary training is far more valuable to whites than Negroes. It may also point to discrimination in the labor market to the extent that Negroes can find no place to use their added training once it is completed.

Table 34. A Comparison of Teenagers on Education and Training After Leaving School, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Enrolled for Education or Training After Leaving School																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	47	(28.1)	120	(71.9)	167	(100.0)	23	(31.5)	50	(68.5)	73	(100.0)	24	(25.5)	70	(74.5)	94	(100.0)
Negro	23	(13.0)	154	(87.0)	177	(100.0)	9	(9.3)	88	(90.7)	97	(100.0)	14	(17.5)	66	(82.5)	80	(100.0)
Total	70	(20.3)	274	(79.7)	344	(100.0)	32	(18.8)	138	(81.2)	170	(100.0)	38	(21.8)	136	(78.2)	174	(100.0)
	$X^2 = 12.1300$ 1 df. $P < .01$						$X^2 = 15.1700$ 1 df. $P < .01$						$X^2 = 2.2470$ 1 df. NS					

Table 35. A Comparison of Teenagers on the Use Made of Additional Training on Present Job, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Use of Training in Present Job																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	26	(59.1)	18	(40.9)	44	(100.0)	13	(59.1)	9	(40.9)	22	(100.0)	13	(59.1)	9	(40.9)	22	(100.0)
Negro	6	(27.3)	16	(72.7)	22	(100.0)	0	(00.0)	8	(100.0)	8	(100.0)	6	(42.9)	8	(57.1)	14	(100.0)
Total	32	(48.5)	34	(51.5)	66	(100.0)	13	(43.3)	17	(56.7)	30	(100.0)	19	(52.7)	17	(47.3)	36	(100.0)
	$X^2 = 5.9448$ 1 df. $P < .05$						$X^2 = 8.3422$ 1 df. $P < .01$						$X^2 = 0.9046$ 1 df. NS					

Teenagers Desire for More Education and Training

Over 82.3 percent of the teenagers surveyed indicated that they would like to have more education and training (Table 36). No significant difference was found between Negroes and whites when comparing all teenagers, neither was there a significant difference found when comparing Negro and white teenage males. However, when comparing teenage females a significant difference was found between Negroes and white: 76.6 percent of the white females desired additional training compared to 91.3 percent for the Negro females. Perhaps this greater desire for more training on the part of Negro females is due to the low wage or low status jobs they now hold.

Type of Additional Training Desired

Table 37 shows the type of additional training that teenagers desire. Of the 281 who responded 21.7 percent wanted to complete high school, 11.7 percent wanted college training, 63 percent wanted vocational-technical training, and 3.6 percent were uncertain. No significant difference was obtained when comparing Negroes and whites.

Part-Time Employment While in High School

A concern of the study was to determine the extent of part-time employment while in high school and to assess the effect of this experience on the employment status of youth once they had left school. Two basic questions were of interest: is there a relationship between part-time employment while in high school and the employment status of teenagers as compared by sex and race; and of those who held part-time

Table 36. A Comparison of Teenagers' Desire for More Education and Training, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Desire for More Education							
	Yes		No		Don't Know		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
				(All Teenagers)				
White	131	(78.4)	19	(11.4)	17	(10.2)	167	(100.0)
Negro	152	(85.9)	10	(5.6)	15	(8.5)	177	(100.0)
Total	283	(82.3)	29	(8.4)	32	(9.3)	344	(100.0)
X^2 = 4.1892 NS 2 df.								
				(Male Teenagers)				
White	59	(80.8)	7	(9.6)	7	(9.6)	73	(100.0)
Negro	79	(81.4)	8	(8.2)	10	(10.4)	97	(100.0)
Total	138	(81.2)	15	(8.8)	17	(10.0)	170	(100.0)
X^2 = 0.1085 NS 2 df.								
				(Female Teenagers)				
White	72	(76.6)	12	(12.8)	10	(10.6)	94	(100.0)
Negro	73	(91.3)	2	(2.5)	5	(6.2)	80	(100.0)
Total	145	(83.3)	14	(8.0)	15	(8.7)	174	(100.0)
X^2 = 7.7400 $P < .05$ 2 df.								

Table 37. A Comparison of Teenagers on the Type of Additional Training Desired by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Type of Training Desired									
	Complete High School		College		Vocational Technical Training		Don't Know		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	24	(18.6)	13	(10.1)	86	(66.7)	6	(4.6)	129	(100.0)
Negro	37	(24.3)	20	(13.2)	91	(59.9)	4	(2.6)	152	(100.0)
Total	61	(21.7)	33	(11.7)	177	(63.0)	10	(3.6)	281	(100.)
X^2 = 2.9336					NS				3 df.	

jobs, did they feel it was helpful in securing a job after leaving school, compared by sex and race?

One hundred and thirty-three or 38.8 percent of the 343 teenagers who responded to this question reported that they had held part-time jobs while in high school (Table 38). A comparison of all teenagers yielded no significant difference between Negroes and whites.

Comparisons, shown in Table 39, were made to assess the relationship of employment status to holding part-time employment while in high school. Of the fully employed white males 64.7 percent held part-time jobs in high school as compared to 36.4 percent of those who were not fully employed. A comparison of white females produced about the same results; 41.5 percent of the fully employed white females had part-time employment in high school compared to 15.1 percent of those not fully employed. Forty percent or less of the Negro males and females held part-time jobs while in high school. But, no significant differences were found when comparing fully employed males with not fully employed Negro males or when comparing fully employed Negro females with not fully employed females.

The Value of Part-Time Employment in Securing Employment After Leaving School

Table 40 presents an analysis that was made to compare the perceived value that teenagers attributed to part-time employment in helping them secure employment after high school. Of the 129 teenagers who had held part-time jobs in high school, 45 percent indicated that it helped in getting a job after leaving school. A comparison of Negro and white

Table 38. A Comparison of Teenagers on Holding Part-Time Jobs During High School, by Race and Sex in Moore Harnett Counties, N. C., 1967

Race	Held Part-Time Job During High School																	
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	67	(40.1)	100	(59.9)	167	(100.0)	41	(56.2)	32	(43.8)	73	(100.0)	26	(27.7)	68	(72.3)	94	(100.0)
Negro	66	(37.5)	110	(62.5)	176	(100.0)	43	(44.3)	54	(56.7)	97	(100.0)	23	(29.1)	56	(70.9)	79	(100.0)
Total	133	(38.8)	210	(61.2)	343	(100.0)	84	(49.4)	86	(50.6)	170	(100.0)	49	(28.3)	124	(71.7)	173	(100.0)
	$X^2 = 0.2477$ 1 df. NS						$X^2 = 2.3338$ 1 df. NS						$X^2 = 0.0447$ 1 df. NS					

Table 39. A Summary Comparison of Teenagers on Part-Time Job Holding While in High School by Race, Sex, and Employment Status in Moore and Harnett Counties N. C., 1967

Held Part-Time Jobs	NEGRO								WHITE							
	MALE				FEMALE				MALE				FEMALE			
	Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Yes	23	(40.4)	20	(50.0)	9	(37.5)	14	(25.5)	33	(64.7)	8	(36.4)	17	(41.5)	8	(15.4)
No	34	(59.6)	20	(50.0)	15	(62.5)	41	(74.5)	18	(35.3)	14	(63.6)	24	(58.5)	44	(84.6)
Total	57	(100.0)	40	(100.0)	24	(100.0)	55	(100.0)	51	(100.0)	22	(100.0)	41	(100.0)	52	(100.0)
X^2	0.89				1.17				5.01				6.92			
df.	1 df.				1 df.				1 df.				1 df.			
Sig. Level	NS				NS				$P < .05$				$P < .01$			

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	6.40	1	$P < .05$
Fully Employed White Females vs. Fully Employed Negro Females	0.09	1	NS
Not Fully Employed White Males vs. Not Fully Employed Negro Males	1.07	1	NS
Not Fully Employed White Females vs. Not Fully Employed Negro Females	1.16	1	NS

Table 40. A Comparison of Teenagers on the Help a Part-Time Job Gave in Getting a Job After High School, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Did Part-Time Job Help In Landing a Job After Leaving School																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	32	(50.8)	31	(49.2)	63	(100.0)	18	(48.6)	19	(51.4)	37	(100.0)	14	(53.8)	12	(46.2)	26	(100.0)
Negro	26	(39.4)	40	(60.6)	66	(100.0)	21	(47.7)	23	(52.3)	44	(100.0)	5	(22.7)	17	(77.3)	22	(100.0)
Total	58	(45.0)	71	(55.0)	129	(100.0)	39	(48.1)	44	(51.9)	81	(100.0)	19	(39.6)	29	(60.4)	48	(100.0)
	$X^2 = 1.6926$ 1 df. NS						$X^2 = 0.0068$ 1 df. NS						$X^2 = 4.8254$ 1 df. $P < .05$					

teenagers yielded no significant difference. Furthermore, in comparing teenage males no significant difference was found between Negroes and whites. However, a significant difference between Negro and white females was found. Only 22.7 percent of the Negro females indicated that their part-time employment in high school helped compared to 53.8 percent of the white females.

Government Training Programs for Youth

Of interest in the study was the familiarity of youth with various Federal Education Programs which were potential avenues for youth to acquire occupational skills and entrance into the labor market. Teenagers were asked if they knew about three appropriate programs: MDTA, Neighborhood Youth Corps, and the Job Corps. It was apparent that some of the youth had utilized one or more of these programs, whereas others had no knowledge of them. The following paragraphs will be devoted to a description of the teenagers knowledge of these programs and a comparative analysis by race.

MDTA (Manpower Development and Training Act): This program was the least known of the three mentioned above. Perhaps it was so because its programs are geared more toward adult training than some of the others. Table 41 shows that only 26, or 7.6 percent, of the teenagers sampled were familiar with the MDTA Program. Interestingly, only 3 percent of the whites knew about MDTA as compared to 11.8 percent for the Negroes.

Table 41. A Comparison of Teenagers on Their Knowledge of MDTA Programs, by Race in Moore and Harnett Counties, N. C., 1967

Race	Knowledge of MDTA					
	Yes		No		Total	
	N	(%)	N	(%)	N	(%)
White	5	(3.0)	162	(97.0)	167	(100.0)
Negro	21	(11.8)	156	(88.2)	177	(100.0)
Total	26	(7.6)	318	(92.4)	344	(100.0)

$X^2 = 9.6768$ $P < .01$ 1 df.

Neighborhood Youth Corps: A much larger proportion of teenagers were familiar with this organization. Thirty-seven percent of the sample knew about the program of the Neighborhood Youth Corps (Table 42). In comparing Negroes and whites on their knowledge of the Corps, again, a significant difference was found. Only 27.5 percent of the white teenagers knew about it as compared to 46 percent for the Negro teenagers.

Table 42. A Comparison of Teenagers on Their Knowledge of Neighborhood Youth Corps, by Race in Moore and Harnett Counties, N. C., 1967

Race	Know of Neighborhood Youth Corps					
	Yes		No		Total	
	N	(%)	N	(%)	N	(%)
White	46	(27.5)	121	(72.5)	167	(100.0)
Negro	81	(46.0)	95	(54.0)	176	(100.0)
Total	127	(37.0)	216	(63.0)	343	(100.0)

$X^2 = 12.5477$ $P < .001$ 1 df.

Job Corps: Table 43 shows that a little less than half (46.5 percent) of the teenage sample knew about the Job Corps. Thirty-two and one-third percent of the whites knew about the Job Corps as compared to 60.2 percent for Negroes.

Table 43. A Comparison of Teenagers on Their Knowledge of the Job Corps by Race in Moore and Harnett Counties, N. C., 1967

Race	Know about the Job Corps					
	Yes		No		Total	
	N	(%)	N	(%)	N	(%)
White	54	(32.3)	113	(67.7)	167	(100.0)
Negro	106	(60.2)	70	(39.8)	176	(100.0)
Total	160	(46.5)	183	(53.5)	344	(100.0)

$X^2 = 26.7861$ $P < .001$ 1 df.

A possible explanation for why Negroes indicated greater knowledge of these programs than did whites is that the programs are designed to attack problems which are faced more frequently by Negroes. Another plausible explanation is that perhaps fewer informal means of finding jobs are available to Negro teenagers, thus, causing them to visit more frequently their local Employment Security Commission office where they may learn about these programs.

Summary

Reviewing all the findings relative to education and training, it is evident that in all aspects of occupational training, both formal and informal, Negro youth were found to be in a disadvantaged position. Only in amount of general education was there no significant difference between Negroes and whites. Perhaps this may be accounted for by the fact that more whites (not in the sample) went to college or left the area. Furthermore, it was shown that the investment in education, both general and occupational, produced much less pay-off in the labor market for Negroes than for whites. Moreover, Negroes are just as willing as are whites to pursue additional occupational training, but their experience has shown that the opportunities to use additional training after they have completed it is much more limited than for whites.

SOCIAL AND FAMILY BACKGROUND

One objective of the study was to determine the relationship between the teenager's family background and employment experience. The factors used to look at their background were: employment status of father and mother, regularity of employment of the father, home ownership, income level, educational status of parents, participation of parents in welfare programs, number of brothers and sisters, and total number living in the household. This section will describe and analyze the relationship of these factors to the employment experience of Negro and white youth.

Home Ownership

Table 44 shows that the 339 teenagers who responded, 209 or 61.7 percent indicated that their parents owned their home. When Negro and white teenagers were compared, it was found that 53.8 percent of the parents of Negro teenagers owned their own home as compared to 69.9

percent for parents of white teenagers. But, no employment differences were found that were associated with this factor.

Table 44. A Comparison of Teenagers on Parents Home Ownership by Race in Moore and Harnett Counties, N. C., 1967

Race	Do Parents Own Their Home?					
	Yes		No		Total	
	N	(%)	N	(%)	N	(%)
White	116	(69.9)	50	(30.1)	166	(100.0)
Negro	93	(53.8)	80	(46.2)	173	(100.0)
Total	209	(61.7)	130	(38.3)	339	(100.0)

$X^2 = 9.3136$ $P < .01$ 1 df.

Father's Employment Status

Of the 336 teenagers who responded, 73.8 percent of their fathers were employed, 13.4 percent of their fathers were unemployed, and 12.8 percent of their fathers were retired or deceased (Table 45). Sixty-six and six tenths of the fathers of Negroes were employed compared to 81.2 percent of the fathers of whites. The percentage of unemployed fathers appears to be rather high for both races, but the unemployment rate for fathers of Negro teenagers is twice that for fathers of white teenagers. However, there was no indication that the employment rate among Negro teenagers was related to that of the father. Furthermore, there was no evidence that the regularity of father's employment was related in any was to the teenager's employment experience.

Table 45. A Comparison of Teenagers on Father's Employment Status, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Father's Employment Status									
	Employed		Unemployed		Retired		No Father		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
					(All Teenagers)					
White	134	(81.2)	14	(8.5)	5	(3.0)	12	(7.3)	165	(100.0)
Negro	114	(66.7)	31	(18.1)	9	(5.3)	17	(9.9)	171	(100.0)
Total	248	(73.8)	45	(13.4)	14	(4.2)	29	(8.6)	336	(100.0)
X^2 = 9.9360					$P<.05$					3 df.
					(Male Teenagers)					
White	61	(83.6)	5	(6.9)	4	(5.6)	2	(3.8)	72	(100.0)
Negro	68	(72.3)	13	(13.8)	1	(1.1)	12	(12.8)	94	(100.0)
Total	129	(77.7)	18	(10.8)	5	(3.0)	14	(8.5)	166	(100.0)
X^2 = 10.1407					$P<.05$					3 df.
					(Female Teenagers)					
White	73	(78.5)	9	(9.7)	1	(1.1)	10	(10.7)	93	(100.0)
Negro	46	(59.7)	18	(23.4)	8	(10.4)	5	(6.5)	77	(100.0)
Total	119	(70.0)	27	(15.9)	9	(5.3)	15	(8.8)	170	(100.0)
X^2 = 14.8629					$P<.01$					3 df.

Mother's Employment Outside the Home

Table 46 shows that of the 326 teenagers who responded, almost half (49.4 percent) of the mothers worked outside the home. No significant difference was observed between Negroes and whites regarding the frequency of employment of the mother outside the home. Similarly, in comparing teenage males or teenage females no significant differences between Negroes and whites were observed. Furthermore, no relationship between the employment status of the teenager and the incidence of mother's working outside the home was observed.

Parent's Yearly Income

Respondents were asked to report the approximate yearly income of their parents. Table 47 presents a comparison of teenagers on the estimates they gave. Over half of those who responded reported incomes of less than $4,000 per year. More important, however, was the difference in the income of Negro and white parents. Over 75 percent of the parents of Negro teenagers had incomes of less than $4,000 compared to less than 25 percent for parents of white teenagers. This discrepency holds for the comparison between Negro and white males and Negro and white females. However, Table 48 shows no relationship between the employment status of teenagers and parents' income, except when comparisons are made across the two races. Thus, parents' income does not appear to be significantly related to teenage employment experience.

Table 46. A Comparison of Teenagers on Mother's Employment Outside the Home by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Is Mother Employed Outside the Home?																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	79	(49.4)	81	(50.6)	160	(100.0)	33	(49.3)	34	(50.7)	67	(100.0)	46	(49.5)	47	(50.5)	93	(100.0)
Negro	82	(49.4)	83	(50.6)	165	(100.0)	36	(40.5)	52	(59.5)	88	(100.0)	46	(59.7)	31	(40.3)	77	(100.0)
Total	161	(49.4)	164	(50.6)	325	(100.0)	69	(44.5)	68	(55.5)	155	(100.0)	92	(54.1)	78	(45.9)	170	(100.0)
	$X^2 = 0.9701$ 1 df. NS						$X^2 = 1.8317$ 1 df. NS						$X^2 = 1.7920$ 1 df. NS					

Table 47. A Comparison of Teenagers on Parents' Yearly Income, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Yearly Income																	
	All Teenagers						Male Teenagers						Female Teenagers					
	$4,000 or Less		$4,001 or More		Total		$4,000 or Less		$4,001 or More		Total		$4,000 or Less		$4,001 or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	37	(33.0)	75	(67.0)	112	(100.0)	16	(32.0)	34	(68.0)	50	(100.0)	21	(33.9)	41	(66.1)	62	(100.0)
Negro	115	(80.4)	28	(19.6)	143	(100.0)	61	(76.3)	19	(23.7)	80	(100.0)	54	(85.7)	9	(14.3)	63	(100.0)
Total	152	(59.6)	103	(40.4)	255	(100.0)	77	(59.2)	53	(40.8)	130	(100.0)	75	(60.0)	50	(40.0)	125	(100.0)
	$X^2 = 58.570$ 1 df. $P < .001$						$X^2 = 24.950$ 1 df. $P < .001$						$X^2 = 34.994$ 1 df. $P < .001$					

Table 48. A Summary Comparison of Teenagers on Parents' Yearly Income, by Race, Sex and Employment Status in Moore and Harnett Counties, N. C., 1967

	NEGRO								WHITE							
	MALE				FEMALE				MALE				FEMALE			
Yearly income (approx.)	Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
$4,000 or less	33	(70.2)	28	(84.8)	19	(86.4)	35	(85.4)	8	(25.8)	8	(42.1)	7	(29.2)	14	(36.8)
$4,001 or more	14	(29.8)	5	(15.2)	3	(15.6)	6	(14.5)	23	(74.2)	11	(57.9)	17	(70.8)	24	(63.2)
Total	47	(100.0)	33	(100.0)	22	(100.0)	41	(100.0)	31	(100.0)	19	(100.0)	24	(100.0)	38	(100.0)
X^2	2.293				0.012				1.438				0.387			
df.	1 df.				1 df.				1 df.				1 df.			
Sig. Level	NS				NS				NS				NS			

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	14.773	1	$P < .001$
Fully Employed White Females vs. Fully Employed Negro Females	15.280	1	$P < .001$
Not Fully Employed White Males vs. Not Fully Employed Negro Males	10.3411	1	$P < .01$
Not Fully Employed White Females vs. Not Fully Employed Negro Females	19.715	1	$P < .001$

Receipt of Welfare Payments by Parents of Teenagers

Table 49 shows that of the 339 teenagers who responded, 12.3 percent indicated that their parents had received welfare payments during the past ten years. Only 6.8 percent of the parents of whites had received welfare payments compared to 17.3 percent for Negroes. Similarly, a significant difference was observed when comparing Negro and white teenage males. Only 8.2 percent of the parents of white males had received welfare payments as compared to 22.1 percent for Negro males. In comparing teenage females no significant difference was observed between Negroes and whites on parent's receipt of welfare payments. Data on the relationship of employment status to receipt of welfare payments to parents contained too few cases to statistically analyze. However, there appeared to be no relationship between employment status and parents welfare status.

Educational Level of the Parents

Table 50 shows that of the 222 teenagers who responded 63.5 percent reported that their fathers had less than an eighth grade education. Over 75 percent of the Negro fathers had less than an eighth grade education as compared to 55.6 percent for white. Comparison made to show the relationship of father's education to the teenagers employment status, shown in Table 51, presents little evidence that the fathers education affects his employment experience.

A similar analysis was made on the teenager's mothers education level presented in Tables 52 and 53. No significant differences were found when comparing Negro and white teenagers. This further documents

Table 49. A Comparison of Teenagers on Receipt of Welfare Payments by Parents (Guardian), by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Receipt of Wlefare Payments by Parents																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	11	(6.8)	150	(93.2)	161	(100.0)	6	(8.2)	67	(91.8)	73	(100.0)	5	(5.7)	83	(94.3)	88	(100.0)
Negro	30	(17.3)	143	(82.7)	173	(100.0)	21	(22.1)	74	(77.9)	95	(100.0)	9	(11.5)	69	(88.5)	78	(100.0)
Total	41	(12.3)	293	(87.7)	344	(100.0)	27	(16.1)	141	(83.9)	168	(100.0)	14	(8.4)	152	(91.6)	166	(100.0)
	$X^2 = 8.6863$ 1 df. $P < .05$						$X^2 = 6.6742$ 1 df. $P < .05$						$X^2 = 1.8504$ 1 df. NS					

Table 50. A Comparison of Teenagers on Father's Educational Attainment, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Highest Grade Father Attained																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Eighth or Less		Ninth or More		Total		Eighth or Less		Ninth or More		Total		Eighth or Less		Ninth or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	74	(55.6)	59	(44.4)	133	(100.0)	31	(56.4)	25	(43.6)	56	(100.0)	43	(55.8)	34	(44.2)	77	(100.0)
Negro	67	(75.3)	22	(24.7)	89	(100.0)	33	(71.7)	13	(28.3)	46	(100.0)	34	(79.1)	9	(20.9)	43	(100.0)
Total	141	(63.5)	81	(36.5)	222	(100.0)	64	(62.7)	38	(37.3)	102	(100.0)	77	(64.2)	43	(35.8)	120	(100.0)
	$X^2 = 8.877$ 1 df. $P < .01$						$X^2 = 2.900$ 1 df. NS						$X^2 = 6.473$ 1 df. $P < .05$					

Table 51. A Summary Comparison of Teenagers on Father's Education Level, by Race, Sex and Employment Status in Moore and Harnett Counties, N. C., 1967

	NEGRO								WHITE							
	MALE				FEMALE				MALE				FEMALE			
Grade Level Attained	Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Eighth or less	23	(79.3)	10	(58.8)	13	(72.2)	21	(84.0)	19	(57.4)	12	(63.2)	14	(41.2)	29	(60.4)
Ninth or more	6	(20.7)	7	(61.2)	5	(27.8)	4	(16.0)	18	(48.6)	7	(36.8)	20	(58.8)	14	(39.6)
Total	29	(100.0)	17	(100.0)	18	(100.0)	25	(100.0)	37	(100.0)	19	(100.0)	34	(100.0)	43	(100.0)
X^2	2.218				0.877				0.708				5.312			
df.	1 df.				1 df.				1 df.				1 df.			
Sig. Level	NS				NS				NS				$P < .05$			

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	5.492	1	$P < .05$
Fully Employed White Females vs. Fully Employed Negro Females	4.544	1	$P < .05$
Not Fully Employed White Males vs. Not Fully Employed Negro Males	0.071	1	NS
Not Fully Employed White Females vs. Not Fully Employed Negro Females	2.227	1	NS

Table 52. A Comparison of Teenagers on Mother's Educational Attainment, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Highest Grade Mother Attained																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Ninth or Less		Tenth or More		Total		Ninth or Less		Tenth or More		Total		Ninth or Less		Tenth or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	72	(50.0)	72	(50.0)	144	(100.0)	28	(45.9)	33	(54.1)	61	(100.0)	44	(53.0)	39	(47.0)	83	(100.0)
Negro	63	(52.9)	56	(47.1)	119	(100.0)	25	(44.6)	31	(55.4)	56	(100.0)	38	(60.3)	25	(39.7)	63	(100.0)
Total	135	(51.3)	128	(48.7)	263	(100.0)	53	(45.3)	64	(54.7)	117	(100.0)	82	(56.2)	64	(43.8)	146	(100.0)
	X^2 = 0.225 1 df. NS						X^2 = 0.019 1 df. NS						X^2 = 0.776 1 df. NS					

Table 53. A Summary Comparison of Teenagers on Mother's Education Level, by Race, Sex, and Employment Status in Moore and Harnett Counties, N. C., 1967

	NEGRO								WHITE							
	MALE				FEMALE				MALE				FEMALE			
Grade Level Attained	Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Ninth or less	14	(41.2)	11	(50.0)	13	(61.9)	25	(59.2)	18	(42.8)	10	(52.6)	16	(43.2)	28	(60.9)
Tenth or more	20	(58.8)	11	(50.0)	8	(38.1)	17	(40.8)	24	(57.2)	9	(47.4)	21	(56.8)	18	(39.1)
Total	34	(100.0)	22	(100.0)	21	(100.0)	42	(100.0)	42	(100.0)	19	(100.0)	37	(100.0)	46	(100.0)
x^2	0.421				0.033				0.503				2.557			
df.	1 df.				1 df.				1 df.				1 df.			
Sig. Level	NS				NS				NS				NS			

OTHER COMPARISONS	x^2	df.	Sig. Level
Fully Employed White Males *vs.* Fully Employed Negro Males	0.022	1	NS
Fully Employed White Females *vs.* Fully Employed Negro Females	1.866	1	NS
Not Fully Employed White Males *vs.* Not Fully Employed Negro Males	0.028	1	NS
Fully Employed White Females *vs.* Not Fully Employed Negro Females	0.016	1	NS

the lack of influence of parents' educational status on the first employment experience of their children.

Number of Brothers and Sisters

Table 54 presents a comparison of teenagers on the number of brothers and sisters they have. Over 71 percent of the Negro teenagers had five or more brothers and sisters as compared to 39.5 percent for white teenagers. When comparing Negro and white male teenagers and Negro and white female teenagers, significant differences are also found. The results presented in Table 55 indicate no relationship between the number of brothers and sisters and the teenagers employment when comparisons are made within race. It is clear that there is a large difference in the average family size of Negro and white teenagers. However. the size of family has little or no influence on the teenagers' employment experience.

Number of Persons Living in Household

Table 56 shows that Negro and white differentials were significantly different with respect to the number of persons living in their household. Nearly 80 percent of the white teenagers had four or less persons living in the household and 28 percent had five or more while the household of only 30.5 percent of the Negro teenagers had four or less and 69.5 percent with five or more. However, when analyzing the influence of the size of household within races (Table 57), no difference between the fully employed and those not fully employed were found. Only when comparisons were made across races did differences appear.

Table 54. A Comparison of Teenagers on Number of Brothers and Sisters, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Number of Brothers and Sisters																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Four or Less		Five or More		Total		Four or Less		Five or More		Total		Four or Less		Five or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	101	(60.5)	66	(36.5)	167	(100.0)	46	(63.0)	27	(37.0)	73	(100.0)	55	(58.4)	39	(41.4)	94	(100.0)
Negro	51	(28.8)	126	(71.2)	177	(100.0)	27	(37.0)	70	(63.0)	97	(100.0)	25	(30.0)	56	(70.0)	80	(100.0)
Total	152	(44.2)	192	(55.8)	344	(100.0)	73	(42.9)	97	(57.1)	170	(100.0)	79	(45.4)	95	(54.6)	174	(100.0)
	$X^2 = 34.936$ 1 df. $P < .001$						$X^2 = 21.038$ 1 df. $P < .001$						$X^2 = 14.172$ 1 df. $P < .001$					

Table 55. A Summary Comparison of Teenagers on Number of Brothers and Sisters, by Race Sex, and Employment Status in Moore and Harnett Counties, N. C., 1967

Number of Brothers and Sisters	NEGRO								WHITE							
	MALE				FEMALE				MALE				FEMALE			
	Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed		Fully Employed		Not Fully Employed	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Three or less	14	(25.0)	13	(31.7)	9	(37.5)	15	(26.8)	34	(66.7)	12	(54.5)	26	(63.4)	29	(54.7)
Four or more	42	(75.0)	28	(69.3)	15	(62.5)	41	(73.2)	17	(33.3)	10	(45.5)	15	(36.6)	24	(45.3)
Total	56	(100.0)	41	(100.0)	24	(100.0)	56	(100.0)	51	(100.0)	22	(100.0)	41	(100.0)	53	(100.0)
X^2		0.530				0.9183				0.969				0.720		
df.		1 df.				1 df.				1 df.				1 df.		
Sig. Level		NS				NS				NS				NS		

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	18.734	1	$P < .001$
Fully Employed White Females vs. Fully Employed Negro Females	4.091	1	$P < .05$
Not Fully Employed White Males vs. Not Fully Employed Negro Males	3.120	1	NS
Not Fully Employed White Females vs. Not Fully Employed Negro Females	8.825	1	$P < .01$

Table 56. A Comparison of Teenagers on the Number of Persons Living in Their Household, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Number in Household																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Four or Less		Five or More		Total		Four or Less		Five or More		Total		Four or Less		Five or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	120	(71.9)	47	(28.1)	167	(100.0)	47	(64.4)	26	(35.6)	73	(100.0)	73	(77.7)	21	(22.3)	94	(100.0)
Negro	54	(30.5)	123	(69.5)	177	(100.0)	31	(32.0)	66	(68.0)	97	(100.0)	23	(28.7)	57	(71.3)	80	(100.0)
Total	174	(50.6)	177	(49.4)	344	(100.0)	78	(45.8)	92	(54.2)	170	(100.0)	96	(55.2)	78	(44.8)	174	(100.0)
	$X^2 = 58.7699$ 1 df. $P < .001$						$X^2 = 17.617$ 1 df. $P < .001$						$X^2 = 41.801$ 1 df. $P < .001$					

Table 57. A Summary Comparison of Teenagers on the Number of People Living in Their Household, by Race, Sex and Employment Status in Moore and Harnett Counties, N. C., 1967

	NEGRO				WHITE			
	MALE		FEMALE		MALE		FEMALE	
Number Living in Household	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed N (%)	Fully Employed N (%)	Not Fully Employed N (%)
Four or less	19 (33.9)	12 (29.3)	7 (29.1)	16 (28.6)	34 (66.7)	13 (59.1)	31 (75.6)	42 (79.2)
Five or More	37 (67.1)	29 (70.7)	17 (70.9)	40 (71.4)	17 (33.3)	9 (40.9)	10 (24.4)	11 (20.8)
Total	56 (100.0)	41 (100.0)	24 (100.0)	56 (100.0)	51 (100.0)	22 (100.0)	41 (100.0)	53 (100.0)
X^2 df. Sig. Level	0.236 1 df. NS		0.003 1 df. NS		0.385 1 df. NS		0.176 1 df. NS	

OTHER COMPARISONS	X^2	df.	Sig. Level
Fully Employed White Males vs. Fully Employed Negro Males	11.444	1	$P < .001$
Fully Employed White Females vs. Fully Employed Negro Females	13.446	1	$P < .001$
Not Fully Employed White Males vs. Not Fully Employed Negro Males	5.320	1	$P < .05$
Not Fully Employed White Females vs. Not Fully Employed Negro Females	28.084	1	$P < .001$

3

Summary

The findings presented in this section indicate that Negro teenagers are in a disadvantaged position with respect to nearly all the social and family background factors studied. A smaller proportion of parents of Negro teenagers owned their home, the rate of unemployment among Negro parents was higher, the average yearly income of Negro parents was smaller, the educational level of Negro parents was lower, the participation of Negro parents in welfare was greater, the average size of the Negro family was larger and the average number of persons living in the Negro household was larger than for whites. However, there was little evidence to show that these factors substantially influence the employment experience of teenagers. Very few significant differences were found between Negroes and whites relative to the influence of the social and family background factors on their employment status. Therefore, factors such as labor market demand, employment discrimination and training deficiencies of teenage job seekers appear to more seriously influence their employment experience than do social and family background.

PERSONAL CHARACTERISTICS OF TEENAGERS

Each teenager in the sample was asked a number of questions in order to ascertain the influence of certain personal characteristics on employment experience. Among those characteristics measured were: marital status, place of residence, migration plans, welfare participation, occupational and economic aspirations, and attitudes toward work.

Marital Status of Teenagers

Of the 344 who responded only 24.7 percent, were married (Table 58). In comparing Negroes with whites a significant difference at the .001 level was observed. Only 13 percent of the Negroes were married as compared to 36.5 percent for whites. Seven and two-tenths percent of the Negro males were married as compared to 17.8 percent for the white males. A highly significant difference was observed when comparing Negro and white females. Twenty percent of the Negro females were married as compared to 51.1 percent for white females. However, marital status was not found to be a factor influencing the employment status of teenagers.

Place of Residence

Of the 344 teenagers who responded 36 percent lived on farms; 11.9 percent lived in a rural area, but not on a farm; 9 percent lived in villages, and 43 percent lived in small towns (Table 59). Thirty-eight percent of the Negroes lived in a rural area and 62 percent in villages and small towns. Of the whites 58.7 percent lived in rural areas and 41.3 percent in villages and towns. Much the same pattern is shown when comparing teenage males or teenage females. No relationship was found between place of residence and the employment status of teenagers.

Migration and Occupational Opportunity

The respondents were asked a series of questions to determine their preference as to place of residence. The results, reported in Table 60, clearly indicate that the respondents preferred to remain where they were. They answered, however, as if they were sensitive to the workings of the

Table 58. A Comparison of Teenagers on Marital Status, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Marital Status																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Single		Married		Total		Single		Married		Total		Single		Married		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	106	(63.5)	61	(36.5)	167	(100.0)	60	(82.2)	13	(17.8)	73	(100.0)	46	(48.9)	48	(51.1)	94	(100.0)
Negro	154	(87.0)	23	(13.0)	177	(100.0)	90	(92.8)	7	(7.2)	97	(100.0)	64	(80.0)	16	(20.0)	80	(100.0)
Total	259	(75.3)	84	(24.7)	344	(100.0)	150	(88.2)	20	(11.8)	170	(100.0)	110	(63.2)	64	(36.8)	174	(100.0)
	$X^2 = 25.78$ 1 df. $P < .001$						$X^2 = 4.50$ 1 df. $P < .05$						$X^2 = 17.921$ 1 df. $P < .001$					

Table 59. A Comparison of Teenagers on Place of Residence by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Place of Residence									
	Rural Farm		Rural Non-Farm		Village		Small Town		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
					(All Teenagers)					
White	67	(40.2)	31	(18.6)	11	(6.6)	58	(34.6)	167	(100.0)
Negro	57	(32.3)	10	(5.6)	20	(11.3)	90	(50.9)	177	(100.0)
Total	124	(36.0)	41	(11.9)	31	(9.0)	148	(43.1)	344	(100.0)
$X^2 = 20.8212$					$P < .001$					3 df.
					(Male Teenagers)					
White	28	(38.4)	16	(21.9)	3	(4.1)	26	(35.6)	73	(100.0)
Negro	39	(40.2)	3	(3.1)	3	(6.2)	49	(50.5)	97	(100.0)
Total	67	(39.4)	19	(11.2)	9	(5.3)	75	(44.1)	170	(100.0)
$X^2 = 15.6782$					$P < .01$					3 df.
					(Female Teenagers)					
White	39	(41.5)	15	(16.0)	8	(8.5)	32	(34.0)	94	(100.0)
Negro	18	(22.5)	7	(8.8)	14	(17.5)	41	(51.2)	80	(100.0)
Total	57	(32.8)	22	(12.6)	22	(12.6)	73	(42.0)	174	(100.0)
$X^2 = 12.3453$					$P < .01$					3 df.

labor market. The whites generally were more interested in remaining where they were, as their relative labor market (and other) experiences would lead us to expect. The youths gave consistent responses to questions on whether they would stay or move if they were offered two jobs, "here" and "elsewhere," when the two jobs offered the same wage, when the job "here" had the higher wage, and then when the job "elsewhere" offered the higher wage. Roughly two-fifths of all the youths would not move even if the job "elsewhere" paid a higher wage.

Table 60. Residential Preferences of the School Leavers by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race-Sex Subgroup	Where Do You Prefer To Live? Percent Saying "Here"	Job "Here" Job "Elsewhere" Offers Same Wage: Percent Choosing "Here"	Job "Here" Pays More Than Job "Elsewhere" Percent Choosing "Here"	Job "Elsewhere" Pays More Than Job "Here" Percent Choosing "Here"
Black Males	73.5	87.8	91.8	51.0
Black Females	78.7	82.3	84.8	34.2
White Males	85.3	94.5	98.6	38.9
White Females	80.0	91.5	91.5	41.5

Receipt of Welfare Payment by Teenagers

Of the 342 teenagers who responded to this question, only 3.2 percent had ever received welfare payments (Table 61). No significant racial differences were found. Similarly, no significant difference was found between Negroes and whites when comparing teenage males or teenage females.

Table 61. A Comparison of Teenagers on Receipt of Welfare Payments by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Receipt of Welfare Payments by Teenagers																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Yes		No		Total		Yes		No		Total		Yes		No		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	3	(1.8)	163	(98.2)	166	(100.0)	2	(2.8)	71	(97.2)	73	(100.0)	1	(1.1)	92	(98.9)	93	(100.0)
Negro	8	(4.5)	168	(95.5)	176	(100.0)	5	(5.2)	91	(94.8)	96	(100.0)	3	(3.8)	77	(96.2)	80	(100.0)
Total	11	(3.2)	331	(96.8)	342	(100.0)	7	(4.1)	162	(95.9)	169	(100.0)	4	(2.3)	169	(97.7)	173	(100.0)
	$X^2 = 2.0576$ 1 df. NS						$X^2 = 0.6364$ 1 df. NS						$X^2 = 1.3621$ 1 df. NS					

Furthermore, it was found that this factor had no influence on the employment status of teenagers.

Occupational and Economic Aspirations

Several questions were asked to obtain an estimate of the teenagers occupational and economic aspirations. They were asked about the occupation and salaries they desired at age 30 as well as what they thought their chances were of getting what they desire.

Occupational Aspirations: Table 62 describes the expectations teenagers have for getting the type of work that they prefer at age 30. There is a clear difference between Negroes and whites on the occupational expectations they have. Nearly 80 percent of the whites felt they had a good to excellent chance to be working at their preferred occupation at age 30, while 59 percent of the Negroes felt that their chances were good to excellent. The big difference came between teenage males. Nearly 81 percent of the white males felt their chances were good to excellent compared to less than 62 percent for Negro males. Although expectations of white females were higher than Negro females, the difference was not significant.

Economic Aspirations: Teenagers were asked what yearly income they desired by age 30. The results are shown in Table 63. Although Negroes desired slightly higher incomes, there was not enough difference to be significant. Furthermore, no differences were found when comparing Negro and white males or Negro and white females. However when asked about their expectations for getting their desired income at age 30

Table 62. A Comparison of Teenagers' Perception of Chances of Getting Their Preferred Occupation at Age 30, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Chance of Getting Preferred Occupation																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Good to Excellent		Fair to No Chance		Total		Good to Excellent		Fair to No Chance		Total		Good to Excellent		Fair to No Chance		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	81	(79.4)	21	(20.6)	102	(100.0)	42	(80.8)	10	(19.2)	52	(100.0)	39	(78.0)	11	(22.0)	50	(100.0)
Negro	69	(59.0)	48	(41.0)	117	(100.0)	35	(56.6)	27	(43.5)	62	(100.0)	34	(61.8)	21	(38.2)	55	(100.0)
Total	150	(68.5)	69	(31.5)	219	(100.0)	77	(67.5)	37	(32.5)	114	(100.0)	73	(69.5)	32	(30.5)	105	(100.0)
	$X^2 = 10.547$ 1 df. $P < .01$						$X^2 = 7.629$ 1 df. $P < .01$						$X^2 = 3.237$ 1 df. NS					

Table 63. A Comparison of Teenagers on the Yearly Income They Desire at Age 30, by Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Yearly Income Desired at Age 30																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Less Than $9,000		$9,000 or More		Total		Less Than $9,000		$9,000 or More		Total		Less Than $9,000		$9,000 or More		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	102	(74.5)	35	(25.5)	137	(100.0)	44	(60.3)	29	(39.7)	73	(100.0)	58	(90.6)	6	(9.4)	64	(100.0)
Negro	118	(69.4)	52	(30.6)	170	(100.0)	57	(58.8)	40	(41.2)	97	(100.0)	61	(83.6)	12	(16.4)	73	(100.0)
Total	220	(71.7)	87	(28.3)	307	(100.0)	101	(59.4)	69	(40.6)	170	(100.0)	119	(86.9)	18	(13.1)	137	(100.0)
	$X^2 = 0.949$ 1 df. NS						$X^2 = 0.039$ 1 df. NS						$X^2 = 1.491$ 1 df. NS					

(Table 64), Negro males felt that they were much less likely to get their desired income than did white males. Over 60 percent of the white males felt they had a good to excellent chance to earn their desired income while about 42 percent of the Negro males felt that their chances were good to excellent. Little or no difference was found when comparing Negro and white females.

Attitudes Toward Work

Of major interest in the study was the teenager's psychological perception of himself, and work and the effects of these perceptions on his occupational status by sex and race. Two psychological measures were made on each subject: on work characteristics and on perceptions of work (see Appendix A for measurement scales). Work characteristics were defined as those psychological characteristics which teenagers possessed which influence one's ability to perform work tasks. Perceptions of work refer to how one feels about certain kinds of work and work situtations.

Work Characteristics: An analysis of variance was performed on teenager's work characteristics scores. The results are found in Tables 65 and 66. An examination of the means indicates that males have a higher level of work characteristics than do females. The mean score for males was 18.14 as compared to 17.04 for females. Therefore, the only differences obtained on work characteristics were found when comparing males and females. No significant racial differences were found.

Table 64. A Comparison of Teenagers on Perception of the Chances of Getting Their Desired Income at Age 30, By Race and Sex in Moore and Harnett Counties, N. C., 1967

Race	Chance of Getting Desired Income																	
	All Teenagers						Male Teenagers						Female Teenagers					
	Good to Excellent		Fair to No Chance		Total		Good to Excellent		Fair to No Chance		Total		Good to Excellent		Fair to No Chance		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
White	83	(60.6)	54	(39.4)	137	(100.0)	44	(60.3)	29	(39.7)	73	(100.0)	39	(60.9)	25	(39.1)	64	(100.0)
Negro	85	(50.0)	85	(50.0)	170	(100.0)	41	(42.3)	56	(57.7)	97	(100.0)	44	(60.3)	29	(39.7)	73	(100.0)
Total	168	(54.7)	139	(45.3)	307	(100.0)	85	(50.0)	85	(50.0)	170	(100.0)	83	(60.6)	54	(39.4)	137	(100.0)
	$X^2 = 3.430$ 1 df. NS						$X^2 = 5.402$ 1 df. $P < .05$						$X^2 = 0.006$ 1 df. NS					

Table 65. Analysis of Varinace of Teenager's Work Characteristics Scores in Moore and Harnett Counties, N. C., 1967

Source of Variance	df.	Mean Squares	F. Ratio	Sig. Level
Sex	1	213.335	56.720	.001
Race	1	7.593	2.019	.156
Employment	1	3.406	.906	.342
Sex X Race	1	3.354	.892	.346
Sex X Employment	1	.321	.085	.770
Race X Employment	1	2.991	.795	.373
Sex X Race X Employment	1	.141	.038	.864
Within Cell	327	3.761	---	---

Table 66. Summary Table of Means, Standard Deviations, and Number of Observations on Teenager's Work Characteristics Scores in Moore and Harnett Counties, N. C., 1967

	NEGRO				WHITE			
	MALE		FEMALE		MALE		FEMALE	
	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed
Mean	18.715	18.630	16.924	16.643	18.753	18.179	17.277	17.317
S. D.	1.983	1.986	1.846	1.665	2.027	2.525	2.451	1.490
N.	41	53	54	40	47	22	24	54

	SEX		EMPLOYMENT		RACE		
	Male	Female	Worker	Non Worker	White	Negro	All Respondents
Mean	18.143	17.042	17.197	17.092	17.882	17.280	17.802
S. D.	---	---	---	---	---	---	---
N.	163	172	166	179	147	188	335

Perceptions of Work: An analysis of variance was performed on teenager's perception of work scores. The results of this analysis are found in Tables 67 and 68. An examination of the means indicates that females have higher perception of work scores than do males. The mean perception of work score for females was 7.18 as compared to 6.76 for males. Interestingly enough, the perception of work scores for those who were not fully employed have a higher (better) perception of work than do those who are fully employed. The mean score for those who were not fully employed was 7.10 as compared to 6.86 for those who were fully employed. This result is far different from what might have been expected. The fact that more females were not fully employed may account for this unexpected finding. Again no difference was found between Negroes and whites on perception of work scores.

Summary

The findings presented in this section indicate several differences between Negroes and whites on personal characteristics. A greater proportion of the white teenagers are married, a greater proportion of whites live in strictly rural areas, and fewer white teenagers participate in welfare programs than did Negro teenagers. However, none of these characteristics substantially influence the employment status of teenagers. No difference was found between Negroes and whites on their occupational and economic aspirations, but there was a significant difference on their occupational and economic expectations. Negroes felt much less likely to achieve their goals than did whites. The analysis of attitudes produced greater differences between Negroes and whites.

Table 67. Analysis of Variance of Teenager's Perception of Work Scores in Moore and and Harnett Counties, N. C., 1967

Source of Variance	df.	Mean Squares	F. Ratio	Sig. Level
Sex	1	13.432	11.942	.001
Race	1	.333	.296	.587
Employment	1	5.558	4.941	.027
Sex X Race	1	3.000	2.667	.103
Sex X Employment	1	.056	.050	.823
Race X Employment	1	.155	.138	.711
Sex X Race X Employment	1	.976	.868	.352
Within Cell	332	1.125	---	---

Table 68. Summary Table of Means, Standard Deviations, and Number of Observations on Teenager's Perception of Work Scores in Moore and Harnett Counties, N. C., 1967

	NEGRO				WHITE			
	MALE		FEMALE		MALE		FEMALE	
	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed	Fully Employed	Not Fully Employed
Mean	6.645	7.015	7.162	7.509	6.712	6.753	6.909	7.128
S. D.	1.141	1.165	.881	.758	1.126	1.309	1.181	1.088
N.	40	53	56	40	51	21	24	55

	SEX		EMPLOYMENT		RACE		
	Male	Female	Worker	Non Worker	White	Negro	All Respondents
Mean	6.760	7.177	6.857	7.101	6.875	7.083	6.979
S. D.	---	---	---	---	---	---	---
N.	165	175	171	169	151	189	340

Females were found to have higher perception of work scores than do males and those who are not fully employed have higher perception of work scores than do those who are fully employed.

CHAPTER VI

EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES FOR RURAL TEENAGE YOUTH

This chapter will describe the educational and employment picture for teenagers as it relates to the over-all job market in the study area. A description of business and industry is presented in order to analyze the teenagers' current participation in the labor market and opportunities for additional participation. Furthermore, data are also presented on the attitudes of employers to the employment of teenagers both white and Negro. An assessment of occupational training opportunities for youth in business and industry and in the public school system is also included.

Description of Firms

Wholesale and retail trade, manufacturing and personal services were the three major types of business and industry in the two-county area. Together they represented 71.5 percent of the sample. The over-all breakdown by type is shown in Table 69.

Table 69. Number of Firms Surveyed, by Type in Moore and Harnett Counties N. C., 1967

Type of Firm	Number of Firms
Agriculture, Forest and Fisheries	4
Mining	3
Construction	3
Manufacturing	29
Transportation	7
Wholesale and Retail Trade	38
Business and Repair Service	9
Personal Service	17
Entertainment and Recreation Services	5
Professional and Related Services	1
TOTAL	116

Employee Composition of Firms

Table 70 presents the breakdown of employment in the business and industrial firms in the study area. The 116 firms employed a total of 9,255 persons or an average of 80 persons per establishment. They ranged in size from four to 1,715 employees. Of the total number 8,874 were full-time employees and 381 were part-time. Of the total number of employed persons 4,293 or 46.3 percent were female. Of the 9,255 persons employed 1,404 were Negroes, an average of 12.4 persons per establishment. Only 15 percent of the total employed were Negro. This percentage is considerably less than the 27 percent figure which represents Negroes in the total population. Teenagers represented 6 percent of the total work force in these firms. There was an average of less than five teenagers per firm.

Table 70. Total Number, Mean Number, and Percent of Employees in the 116 Firms in Specified Categories in Moore and Harnett Counties, N. C., 1967

Categories	Total Number	Mean Number	Percent of Total
Full-Time	8,874	76.5	95.90
Part-Time	381	3.3	4.10
Females	4,293	37.0	46.30
School Leavers (Teenagers)	562	4.8	6.00
Negroes	1,404	12.4	15.00

Employment Status of Teenagers

Data on the racial composition of the employed teenagers in incomplete due primarily to the employer's refusal to give this specific information because of company policy or because of the lack of racial designation on employee records.

Of the 483 teenagers identified 336 were white; 188 males and 148 females. There were 147 Negroes; 78 males and 69 females (Table 71). Of the establishments that identified their teenage employees by race, there were 1.97 white and .86 Negro teenagers per establishment. Negro teenagers represented 30.4 percent of the total number whose racial identity was given by the employers.

Table 71. Total Number and Mean Number of Teenagers in the 116 Firms by Sex and Race in Moore and Harnett Counties, N. C., 1967

Race and Sex	Total Number	Mean Number Per Firm
White Male	188	2.20
White Female	148	1.75
Negro Male	78	0.91
Negro Female	69	0.81
TOTAL	483	

Teenage Jobs in Business and Industry

In looking at the type of jobs occupied by teenagers it became clear that they were concentrated in the unskilled and semi-skilled categories (Table 72). Twelve percent of the firms surveyed had provided job positions that were in the skilled category, yet less than one percent hired teenagers in these positions. About 30 percent of the establishments provided no type of employment for teenagers, while 44 firms provided summer employment for teenagers in addition to the regular work. During the summer of 1967, 181 teenagers were given summer employment, an average of 4.3 persons for each establishment that employed additional teenage personnel.

There were several factors that seemed to operate which hindered teenagers from being gainfully employed. Of the 116 employers interviewed 77 said that they preferred to hire a person who is over 20 years of age. Only 6 said that they preferred employees who were under 20 years old, and 33 specified no preference for either age group.

Table 72. Types of Jobs for Which Teenagers Were Employed in the 116 Firms in Moore and Harnett Counties, N. C., 1967

Types of Jobs	Number of Firms
Unskilled	38
Semi-Skilled	32
Skilled	1
Clerical	14
No Teenage Jobs	31
TOTAL	116

Employment Opportunities for Teenagers

Only nine employers indicated that there were vacancies in their firms for which teenagers might be hired. Table 73 shows the number and type of jobs available and to whom they were available. It is evident that there are few vacancies open to youth in business and industry. The majority of these are in the unskilled and semi-skilled occupations. Moreover, over one-third of these vacancies were in two firms. About 25 percent of the jobs available to teenagers were not available to females. However, according to management responses, those jobs that were available were available to Negro and white alike.

Table 73. Types of Jobs for Which Job Vacancies Exist for Teenagers in Moore and Harnett Counties, N. C., 1967

Types of Jobs	Total	Number Available To Males	Number Available To Females	Number Available To Negro Males	Number Available To Negro Females
Unskilled	29	29	21	29	21
Semi-Skilled	61	61	49	61	49
Skilled	4	4	1	4	1
Clerical	4	4	2	4	2
TOTAL	98	98	73	98	73

Problems Employers Encounter in Employing Teenagers

The problems given by employers which were associated with hiring teenagers are shown in Table 74. Seventeen percent of the employers indicated that the factor that affected their decision on hiring teenagers was "dependability." When the employers were asked to explain what they meant by dependability, 23.4 percent of those who gave an explanation said that teenagers can't be depended upon to show up for work. Other factors mentioned by employers that mitigate against employment of teenagers include the draft status of males, the hazards associated with certain types of employment, minimum wage laws, lack of training, company policy that prohibits the hiring of persons under 21 years of age, and the unstable quality that employers feel often characterizes teenagers. Only two employers gave the minimum wage law as a problem associated with the employment of teenagers.

Table 74. Problems Affecting Employer's Decision in the Employment of Teenagers in Moore and Harnett Counties, N. C., 1967

Problems	Rank	Number of Employers
None	1	35
Dependability	2	24
Draft Status	3	17
Hazards	4	9
Lack of Training	5	6
They are Unstable	6	5
Can't Hire People Under 21	6	5
They Don't Apply	8	4
They are not Available	8	4
They are Irresponsible	10	3
Minimum Wage Laws	11	2
Other Reasons	11	2

In order to get a clearer indication of factors that affect the employer's decision about employing teenagers, those employers who required references on potential employees were asked what was the one most important thing they looked for in the reference. Answers are recorded in Table 75. Thirty-eight percent of the employers said that dependability was the most important single factor that they looked for in references regarding potential employees. Stability of past employment followed with 29.3 percent of the employers giving this as the most important single factor.

The three explanations most frequently given by the employers for their problems with teenagers were "The job is too dangerous for a teenager," "You train them; then lose them to the draft," and "They can't be depended upon to show up for work."

Table 75. Explanation Given by Employers of the Problems They Encounter in the Employment of Teenagers in Moore and Harnett Counties, N. C., 1967

Explanation	Number of Employers
Job is too dangerous for a teenager	9
You train him then lose him to the draft	13
Can't be depended upon to show up	15
They are in school when most needed	4
They don't like this type of work	3
Tehy don't have enough skill	4
Other reasons	16
No problems	15
No explanation	17

Educational Opportunities Afforded Teenagers in Business and Industry

Other major questions posed to business and industry in the study concerned the extent to which they participated in training of individuals employed by their company, their participation in supervised work experience programs in cooperation with high school vocational programs, and their willingness to provide training to teenagers who were unemployed because of lack of occupational skills. Of the 116 firms, 21 indicated that they provided organized training for new employees. However, more than 80 percent of the employers indicated that some type of training was provided, either organized training or on-the-job training. Even so, less than 50 percent of the firms trained teenagers for employment, and even here, considerably fewer teenagers were trained than adults.

It was found that 27 percent of the firms in the two-county study area cooperated with the local high school in providing supervised work experience for vocational students. During the past year 28 firms provided 76 work stations[1] for vocational students. Thirty of the work stations were provided by two firms alone. When asked if they would be interested in working with the high school in training occupational students, only 29 (including the 28 already cooperating) indicated that they were. When they were asked if the public schools should be responsible for training people for jobs, less than 18 percent thought this was a function of the schools. The general concensus was that business and industry should train for its own skills, even though there was little evidence that very much training was going on in the firms surveyed. Their general feeling was that the schools should teach basic education skills and industry should teach occupational skills. Nevertheless, nearly 60 percent thought that government should contribute to the support of training of young people for jobs.

When asked if their firm would be interested in training teenage workers if the local, state, and Federal governments would help finance the training only 39.3 percent indicated an interest. Most of the firms indicated that they would like to know what the requirements of such a program would be before making any commitment.

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[1] A job or position in a business or industry which is used for on-the-job work experience for students enrolled in public schools vocational courses.

OCCUPATIONAL EDUCATION AND TRAINING OPPORTUNITIES FOR RURAL TEENAGERS

One phase of the study of unemployment of teenage school leavers focused on an examination of the educational and training opportunities that were provided by both the public and private school systems in the study area.[2] To achieve this objective a survey was designed to secure appropriate data from each school in the study area to ascertain educational and training opportunities available to Negro and white teenagers.

Description of High Schools

The study included 22 public schools, nine in Moore County and 13 in Harnett County. Table 76 shows the degree of integration by size of school. Nineteen schools were predominately white, six Negro and two desegregated. Thirteen schools were in towns and nine in rural settings. The schools enrollments were, by national standards, rather small with 45.5 percent having from 101 to 250 students; 32 percent with enrollment of 251 to 500, and only 22.5 percent of the schools with more than 500 students (Table 76).

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[2] No private schools that provided occupational training were identified in the study area.

Table 76. The Degree of Racial Integration, by Size of High School Enrollment in Moore and Harnett Counties, N. C., 1967-68

	Degree of Racial Integration			
High School Enrollment	All Negro	Predominately White	Desegregated*	Total
101-250	3	6	1	10
251-500	1	6	0	7
Over 500	2	2	1	5
TOTAL	6	14	2	22

*All students of a school district attend the same school regardless of race.

Nineteen of the 22 schools were accredited by the State of North Carolina and six of these were accredited by the Southern Association of Colleges and Schools. The three remaining schools were being considered for accreditation by the North Carolina State Department of Public Instruction. Of the three schools that were not accredited, one was predominately white and two were Negro schools. A breakdown of the total enrollment, by sex and race, for the two counties is shown in Table 77.

Table 77. School Enrollment in Harnett and Moore Counties, N. C., by Sex and Race, 1967-1968

	White		County	Negro		County
County	Male	Female	Total	Male	Female	Total
Harnett	1,449	1,381	2,830	639	616	1,255
Moore	952	840	1,792	487	480	967
TOTAL	2,401	2,221	4,622	1,126	1,096	2,222

As a means of obtaining further insight into the unemployment and/or underemployment discrepancy between Negro and white "teenage school leavers" data were collected on the extent to which both groups of students enrolled in courses and completed courses that were vocational in nature or most closely geared to employment directly upon leaving or graduating from high school. The study-area student body was made up of 32.5 percent Negro and 67.5 percent white students.

Enrollment in Vocational Courses

Eighty percent of the Negro students and 81.5 percent of the whites took one or more of the courses shown in Table 78 during the 1967-68 school year. A total of 5,532 enrollees in all vocational courses were recorded in the 22 high school populations. Thus, approximately 81 percent of the high school population was enrolled in some type of vocational education in 1967-68. However, 56.5 percent of those enrolled in vocational education were enrolled in Vocational Agriculture and Home Economics, neither of which are directed toward business or industrial training In many of the small schools these are the only two courses to select from.

The next most popular course is Business and Office Occupations with 30.5 percent of the enrollees. Comparing Negro enrollment with white enrollment in Business and Office Occupations, whites exceed Negroes by 12.8 percent. Trades and Industrial Education enrollments are small in both Negro and white schools. Negro enrollment exceeds white enrollment by 3.2 percent. In four of six Negro schools, T & I training programs in special skills were limited to brick masonry and/or carpentry.

Table 78. Number and Percent of Students Enrolled in Courses Indicated by Sex and Race in Moore and Harnett Counties, N. C., 1967-68

	NEGRO						WHITE					
Courses	Male	(%)	Female	(%)	Total	(%)	Male	(%)	Female	(%)	Total	(%)
Agriculture	426	(51.4)	22	(2.4)	448	(25.5)	771	(48.4)	3	(0.1)	774	(20.5)
Home Economics	69	(8.3)	584	(63.1)	653	(37.2)	61	(3.8)	1,188	(54.4)	1,249	(33.1)
Business and Office	121	(14.6)	261	(28.2)	382	(21.8)	397	(24.9)	910	(41.6)	1,307	(34.6)
Trade and Industry	120	(14.5)	5	(0.5)	125	(7.1)	132	(8.3)	17	(0.8)	149	(3.9)
Distributive Education	1	(0.1)	-		1	(0.01)	57	(3.6)	43	(2.0)	100	(2.6)
Introduction to Vocations	71	(8.6)	54	(5.8)	125	(7.1)	73	(4.6)	24	(1.1)	97	(2.6)
Industrial Arts	21	(2.5)	-		21	(1.2)	101	(6.3)	-		101	(2.6)
TOTAL	829		926		1,755		1,592		2,185		3,777	

Of the two remaining schools, one provided training in Auto Body work, General Auto Mechanics, Auto Parts, Cosmetology, Dental Assistance, Medical Assistance, Nurses' Aid, Teletype Operation, Refrigeration, Motion Picture Projection, Floor Covering, Dry Cleaning, Medical Laboratory Technician, as well as carpentry. The other school provided training in Drafting, Accounting, and Auto Mechanic work.

The black-white enrollment differential in Distributive Education was very large: one Negro and 100 whites. Table 79 indicates that not one Negro school offered Distributive Education. Another notable discrepancy was in Industrial Arts, a pre-vocational course designed to familiarize youth with industry and the skills needed by industry. Only 21 Negro students were enrolled compared to 101 white enrollees. Here again not a single Negro school offered the course. Table 79 shows that much broader vocational offerings are found in the predominately white and desegregated schools than in Negro schools. It was found that while Negro schools have an average of 2.38 different vocational offerings, predominately white schools have an average of 3.29 and desegregated schools have an average of four per school.

Table 79. Number of Vocational Course Offerings by Type of School, Moore and Harnett Counties, N. C., 1967, Based on Degree of Racial Integration

	Vocational Course Offerings							
School Type	AG	H.E.	Bus. & Off.	T&I	D.E.	I.A.	I.V.	Total
All Negro	3	5	4	4	-	-	1	17
Predominately White	9	14	11	5	3	2	2	46
Desegregated	2	2	1	2	2	1	-	8
TOTAL	14	21	16	11	5	3	3	71

School principals were asked how many students who enroll in vocational programs actually complete the entire program. The findings indicated that approximately 50 percent of the students in predominately white and desegregated schools complete programs whereas only about 35 percent complete programs in the Negro schools.

The rate of unemployment among the Negro female youth on the date of interview was 40 percent, compared to 13.6 percent for white female youth. As one analyzes Tables 78 and 79, it is plausible that the relatively weak vocational education position of the Negro student may account for some of their unfavorable labor force participation. Limited opportunities for vocational education may also account for the fact that Negro males are employed in lower paying and lower status jobs than are whites.

School Dropout and Unemployment

It is generally agreed that there is a positive relationship between dropping out of school and unemployment. Thus, if the school dropout rate is high in a community, the rate of unemployment is likely to be high also. Table 80 describes the dropout patterns in the high schools in the two-county area.

Nineteen of the 22 schools involved in this study furnished data on the extent to which dropout occurred between the ninth grade and graduation. Five schools lost a third or more of their students between the ninth grade and graduation. Four of these were Negro schools. Of the 14 predominately white schools, only one lost more than 30 percent of its students by dropout before graduation. The dropout problem in Negro schools thus appears to be much more serious than in white schools.

Table 80. Percent of Students Who Were Enrolled in the Ninth Grade in 1963-64 School Year but Dropped Out Before Graduation in Moore and Harnett Counties, N. C., 1967-68

Percent of Student Dropout	Number of Schools		
	All Schools	All Negro	Predominately White
0 - 10	2	0	2
11 - 20	4	1	3
21 - 30	8	1	7
31 - 40	2	1	1
41 - 50	1	1	0
51 - 60	2	2	0

Three of the schools in the study area could not provide the requested data on dropouts because they had operated for less than four years or had recently consolidated. However, it would appear that the pattern would follow very closely that of the predominately white schools. A major point to be made here is that over 50 percent of the schools have a 20 percent or higher dropout rate with two above 50 percent. Characteristically, the Negro dropout rate is at the top of the scale.

Post High School Education and Training

Another area of education which may shed light on the unemployment of teenagers, especially the Negro teenager is the extent to which high school graduates pursue post high school education and training. Table 81 shows what happened to graduates after they left high school. The most striking finding was that so few Negro students go to post-secondary institutions that offer vocational and technical training. Only 12 percent of the graduates of Negro schools go to two-year post-secondary schools compared to 27 percent in predominately white schools and 35 percent in desegregated schools. Negroes pursue four-year college training in substantially greater numbers than they pursue education in two-year post-secondary schools.

Table 81. Percent of Graduates Going to Four-Year Colleges, Two-Year Colleges and to Work, by Type of School in Moore and Harnett Counties, N. C., 1967-68

	Where Students Go After Graduation		
Type of School	4 Year College %	2 Year Post-Secondary %	To Work %
All Negro	16.5	12.0	71.5
Predominately White	27.0	27.0	46.0
Desegregated	22.5	35.0	42.5

Counseling Services

There were twenty-one guidance counselors in the study area. Twelve of these were full-time and nine worked as guidance counselors on a part-time basis. The average counselor-student ratio was approximately 425 to one, an unmanageable load for any counselor. More than one-half of the counselors in the two-county area were reported spending less than 50 percent of their working time in the area of occupational exploration and planning. One-third of the counselors spent less than 25 percent of their time in occupational exploration and planning. The amount of the counselor's time devoted to occupational exploration and planning in the Negro schools was about the same as in the white schools. However, one of the Negro schools did not have a guidance counselor.

In one of the schools in the study only five percent of the counselor's time was devoted to occupational exploration and planning. On the other hand, one school administrator reported that 90 percent of his full-time counselor's time was spent in this way. The mean amount of time devoted to Occupational Counseling was approximately 36 percent of the counselor's time. A large part of occupational exploration is left to the teacher and individual search and study by the student.

Placement Service

Of the 22 schools included in the study, only four indicated that they had a job placement service. Only one of the four was a Negro school. All four viewed their placement service as informal in nature. The four schools placed 123 white teenagers and 28 Negro teenagers during the past year. The four schools that had a placement service felt that they had been successful in placing their graduates, but had been unsuccessful in placing their school dropouts in the labor market during the past year.

Student Follow-Up Records

Of the 22 schools surveyed, only fourteen kept follow-up records on former students. Of these fourteen, four were Negro, eight were predominately white and two were completely integrated. Only eight of the schools used the follow-up records for planning and redirecting vocational programs. Even here, the use varied from very little to extensively. The findings indicate little use being made of follow-up records to direct vocational programs, and little difference was found between type of school and the extent they were used.

The Involvement of Business and Industry in the Planning of Occupational Education Programs

When the question was asked, "To what degree are representatives from business and industry in the community involved in planning of the occupational education program in your school?" Eleven schools said that business and industry were involved "little or none," nine schools said that business and industry were involved "occasionally," and only two schools said that business and industry were involved "frequently." The responses received from the above questions may suggest that business and industry in Moore and Harnett Counties have very little interest in the occupational education programs in the high schools. On the other hand, the responses may suggest a lack of solicitation and effort on the part of school personnel to get business and industry in the counties interested and involved in the planning of the occupational education program in the school systems.

It seems reasonable to assume that in communities where business and industry have an active role in the planning of the occupational education program in the school system, the program will be more closely geared to employment opportunities and demands, thereby, enhancing the chance for smooth transition from school to work.

Adequacy of High School Occupational Programs

When asked about the adequacy of the vocational programs in their school to meet the needs of students and the labor market, school principals answered with an overwhelming "no." Only two indicated that their vocational program was anywhere near adequate, and these were principals of the larger consolidated schools serving predominately white children. One of these schools had five vocational programs and the other had six.

Each principal was asked the question: "Do you feel that occupational education programs in your county are serving equally Negro and white?" Interestingly enough, of the 16 white principals, 14 felt that both races were served equally and two were uncertain, whereas of the six Negro principals, five indicated that the Negro students were not served equally while one thought they were. Apparently, school administrators made their judgments on the basis that all other programs in the county were no better or worse than their own.

Attitude Toward Remedial Occupational Training

The following question was asked of the high school principals surveyed: "If it was determined that youth who have dropped out or graduated lack training necessary for job entry, would your school consider providing special occupational training to fit them for gainful employment?" Thirteen of the 22 principals indicated that they would be interested in providing such programs, two indicated that they would not be interested, and seven said it would depend on the situation. The latter seven indicated it would depend on such things as funds, available personnel, facilities, and program requirements. On the whole, however, it appears that the large majority of school administrators would cooperate in such programs if the need was justified.

Post-Secondary Occupational Training in the Study Area

A survey of the two-county study area yielded only one post-secondary institution which offered occupational training. This included both the public and private sectors. The Sandhills Community College was the only institution that was located. Because there was only one, no analysis of its offerings and programs was made. It should be pointed out, however, that the towns in the study area were too small to support a private trade, technical or business school. But, numerous schools of this nature were located outside the study area in larger towns and cities within thirty miles of anyone in the study area.

Summary

The analysis of the school system in the study area shows that there is only limited opportunity for rural youth to acquire appropriate occupational training. Although there is some occupational training in every school it is generally limited to one or two vocational areas; namely, agriculture and home economics. Furthermore, it shows that there is a difference in the extent to which Negro and white students participate in occupational courses during their school career. White students were favored in most aspects of the vocational programs, from the standpoint of number of students enrolled and the variety of offerings from which they have to choose. The greatest differences were found in

Distributive Education and Industrial Arts, followed by Business and Office Occupations.

It appears that such courses as Business and Office Occupations, Industrial Arts and Distributive Education are of a nature that would play a key role in making the transition from school to work for students who terminate their formal education at the high school level. However, it was shown that Negroes have lower participation rates in these three courses which may account, in part, for their higher unemployment rate. Yet, this does not completely explain why the unemployment discrepancy between Negroes and whites exists. Other questions need to be pursued that were not satisfactorily answered by this study. Some remaining questions are: Why don't Negro students take such courses as Business and Office Management, Industrial Arts, and Distributive Education to the same extent as white students? Is the quality of Vocational courses comparable for both groups? With the completion of these courses, is the level of knowledge and skill attainment comparable for both groups? And, if both Negroes and whites have attained the same level of knowledge and skill, will they have equal probability of being employed?

CHAPTER VII

SUMMARY, MAJOR FINDINGS, TENTATIVE CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The central problem of this pilot study was directed toward the identification of variables related to the high rate of teenage unemployment in the rural South. Furthermore, a particular concern of the study was whether unemployment among Negro youth in rural areas was high compared to white youth. Thus, the study was designed to describe and explain the differential rates of unemployment between Negro and white youth.

The dimensions of the problem were delineated into the following objectives of the study: (1) to trace the labor market experience of teenage youth and to compare the experience of out-of-school Negro and white youth, (2) to determine the relationship of race, sex, education, and other selected variables to the employment status of teenagers, (3) to investigate the relationship of selected social and familial conditions to the employment status of teenagers, (4) to evaluate community factors such as job opportunities, salary structure, and types of employment as they relate to the employment experience of youth, and (5) to inventory educational and training opportunities available to Negro and white youth.

In order to achieve these objectives three separate populations in two adjacent North Carolina counties were studied: (1) teenage school leavers, (2) administrators of educational institutions, and (3) employers. A stratified random sample of 345 teenagers was chosen to participate in the study. All administrators of the public educational institutions in the two-county area participated, and 116 (a 22 percent stratified random sample) employers in the study area were selected to participate.

Data were collected from the three sub-populations by personal interview, using instruments developed specifically for this study. The data were collected by trained interviewers during the months of January through April, 1968. The data were processed for computer analysis. And differences between the race-sex subgroups of interest were determined utilizing such statistical procedures as t-test, analysis of variance, correlation, chi-square, and proportions.

MAJOR FINDINGS

Numerous findings have been presented in the earlier chapters of the report. This section lifts out those which the research team considered most important. The major findings of the study are:

1. Unemployment rates of Negro and white males were not high compared to recent nationwide levels of teenage unemployment. However, when matched against recent adult unemployment rates, they were high. The difference between unemployment rates of Negro and white males was not as great as anticipated: the Negro male rate was 9.9 percent and the white male rate was 7.4 percent. "Over-time unemployment rates" yielded similar findings. Much of the unemployment was frictional, but at the time of interview Negro males were experiencing more unemployment than white males for other than frictional reasons.

2. Sub-employment rates for Negro and white males were of course higher than their unemployment rates; and by this measure, considerable

differences exist between Negro and white males. The higher rates of sub-employment of Negro males may be attributed to a relatively higher proportion of Negroes in very low-wage employment and in involuntary part-time employment.

3. By all measures of underutilization of labor, teenage females are experiencing substantial labor market problems, with the Negro female experiencing extreme difficulties. Forty percent of the Negro females were unemployed and 61.5 percent sub-employed. White females experienced a 13.6 percent unemployment rate and a 16.4 percent sub-employment rate. Although a large proportion of the unemployment that was found in the other subgroups was frictional in nature, Negro females were experiencing substantial structural-type of unemployment.

4. The extremely high rate of unemployment among Negro females was not adequately explained by the selected factors, characteristics and conditions analyzed in this study. Further investigation is needed o ferret out accurately the underlying causes of such a high rate of unemployment.

5. An unknown factor is the extent of racial discrimination and the impact that such discrimination had on the utilization measures used in the study. Although inconclusive, there was evidence to suggest hat some discrimination exists and, therefore, contributes, directly or indirectly, to the unemployment differentials found among race-sex subgroups. The fact that Negroes indicated that they were not rejected for employment any more than whites, but at the same time felt much more strongly that did whites that their opportunity for employment and

advancement was more limited, suggests that some blacks look only for "black" jobs. Whether or not higher level jobs were available to Negroes, if they had looked, could not be ascertained in this study.

6. Equality in the amount of schooling is not by itself enough to assure that Negroes and whites will have similar labor market experience. The evidence suggests, however, that the amount of schooling is a more important condition for the employment of whites than for Negroes.

7. Teenage school leavers who have had high school vocational training are more likely to be fully employed than those who have none. However, access to occupational training for all rural youth is limited, and the findings of this study indicate that this is especially so for Negroes. A much smaller proportion of Negro than white teenagers have had occupational training. Furthermore, the breadth of occupational offerings available to Negro students in high school is much more limited than that available to white students. Notable differences in offerings exist in industrial arts, distributive education, and business and office occupations. Moreover, Negro teenagers were more likely than white teenagers to indicate that vocational training was of little value in obtaining a job after leaving school and that they rarely used this training on their current job.

8. Employers have reservations about employing teenagers. The major reasons offered by employers for their reservations in hiring teenagers are that teenagers are not as dependable as adults and most male teenagers face the draft. However, employers whose firm had high labor demands were less likely to indicate problems in hiring teenage employees.

9. Labor market conditions appear to have had more to do with the employment experience of teenagers than did social and other background factors. The relatively low rate of unemployment among teenagers was probably due to the tight labor market being experienced at the time of interview. The social and personal factors analyzed did little to explain the differences in unemployment rates among the four race-sex subgroups.

10. The observation that white youths use informal methods of job search to a greater extent than Negro youths is supported by this study. Furthermore, the fact that Negro teenagers had greater knowledge of such programs as MDTA, Job Corps, and the Neighborhood Youth Corps suggests that they utilized government employment services to a greater extent than did white teenagers.

TENTATIVE CONCLUSIONS

The findings presented in the previous section suggest the following conclusions. These conclusions might well serve as hypotheses in subsequent studies:

1. A tight labor market not only keeps unemployment rates low (at least in relation to that teenage unemployment level which is considered "frictional"), but it also contributes to reductions in unemployment and wage differentials between races. If so, perhaps the most important contribution the Federal government can make toward the employment goals of teenage school leavers in rural areas is the maintenance of a high level of aggregate demand through the wise use of fical and monetary policy.

2. Information plays a part in determining the type of labor market experience a labor market participant will have. Information can be positive (knowledge about a job opening) or negative (knowledge that a certain job opening is closed to the participant). To the extent that black people think and act in terms of "black jobs"(just as, or perhaps even more so than white people think and act in terms of "white jobs") then the probability is increased that there will be a mismatch between potential workers and jobs. Whether the mismatch is termed "frictional" or "structural" it contributes, among other things, to the level of unemployment. The ultimate source of this particular problem may be racial discrimination. However, if it is, it may presently rest as much with the thought that discrimination exists as it does with the fact of discrimination. Thus, social policies fostering improved race relations and understanding may also contribute to desirable employment goals.

3. Level of schooling and occupational training and favorable labor market experience are correlated. Occupational training, however, seems to be more highly correlated with favorable labor market experience than level of schooling. If so, it is important to both increase and improve the quality and quantity of schooling and to provide greater opportunity for appropriate occupational training for both Negroes and whites. Assuring equality of (and high quality) educational opportunity between the races would require complete integration and further consolidation of schools in an area like the one in this study. The area

vocational school concept may also be used as an appropriate method to eliminate some of the inequality that exists in occupational training in rural areas.

RECOMMENDATIONS

The following recommendations are offered for improving the teenage school leavers position in the labor market:

1. It is recommended that a cooperative program involving the business community, the Labor Department and the Department of Education be developed to inform rural teenagers (especially Negro teenagers) of the occupations that are available to them. This program would be designed basically to up-grade the job search process of rural youth as an aid to securing jobs commensurate with their training and skill level. Placement services of the schools would also be designed to place students in appropriate jobs based on their occupational training at the time they terminate their schooling. The operation of the placement service of the school would be dovetailed with the recruitment program of cooperating businesses and industries. It is suggested that such a program be developed and field tested in a limited number of rural communities to ascertain its effectiveness in improving the labor market experience of rural youth.

2. It is recommended that an inexpensive in-depth study of a small sample of teenage Negro females be conducted to better explain the high rates of unemployment and sub-employment which they experience. Since the data collected in this study did not explain their labor

market experience, highly trained interviewers should be used to obtain information about the underlying employment problems facing teenage Negro females.

3. It is recommended that school consolidation and school integration in rural areas be intensified to eliminate immediately inequalities in educational and occupational opportunities; that the business community cooperate with the public schools in providing occupational training and work experience for rural youth; and that a program be developed in public education to improve the articulation between the high school and post-secondary vocational and technical programs, especially for Negro students. Negroes, up to this time, generally do not see post-secondary vocational and technical programs as a means of upward occupational mobility.

GLOSSARY OF TERMS

Employed: Persons in the labor force working one hour per week or more for wages or 15 hours per week of unpaid family labor.

Frictional Unemployment: Unemployment of a short-term nature that is associated with job turnover and economic change. It is the kind of unemployment that every free economy has to have.

Labor Force Attachment Rate: A measure of participation in the labor force over a period of time. In this study, it is the average ratio of total time spent in the labor force ("employed" + "unemployed") to total time since departure from school for a particular group.

Labor Force Participation Rate: A measure of involvement in the labor market at a single point in time. It is a ratio of the number of people in a particular group who are either "employed" or "unemployed" to the total number of people in the group.

Sub-Employment Index: A measure of underutilization of labor that is more comprehensive that the conventional "unemployment rate." It is a ratio of: (1) the number of people in a particular group who are either unemployed, involuntarily part-time employed, discouraged workers not in the labor force, paid "low" wages, or missed in regular conducted surveys of the population; (2) the number of "employed," "unemployed," "discouraged," and "missed" workers in the same group.

Underemployment: Includes the worker who has a job but is, for any of a variety of reasons, working beneath his productive capacity.

Unemployed: A worker who is out of work who is actively seeking employment.

The following three definitions were developed especially for this study. They are employment status classification that go beyond the traditional definitions of "employed," "unemployed," and "underemployed." The following definitions (or classifications) include persons both in and out of the labor force, based on employment history. These classifications are used only for analytical purposes in assessing the relationship of selected personal and social characteristics to the labor force participation of teenage school leavers.

Fully Employed: Those subjects who had been employed 35 hours per week or more, 85 percent of the time or more, since leaving school were considered fully employed. Also included in this group were those females with low labor force participation who were judged to be full-time housewives; and those males who had low non-farm labor force participation, who were judged to have supplemented this with full-time farm work to the extent that it equals 35 hours per week for 85 percent or more of the time since leaving school.

Not Fully Employed: Those subjects that worked less than 85 percent of the time since leaving school plus those who are not in the labor force (not actively seeking employment).

Teenage School Leavers: Sixteen through 19 year old youth who have graduated or left school by dropping out. "Teenager" is used synonomously with "teenage school leaver" in this study.

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APPENDIX

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APPENDIX A

TEENAGE EMPLOYMENT QUESTIONNAIRE

NAME OF RESPONDENT____

ADDRESS____________________________TELEPHONE NUMBER____________

____

PRESENT AGE_________________RACE__________SEX_____________

CURRENT EMPLOYMENT STATUS______________________EMPLOYED

______________________NOT EMPLOYED

IF EMPLOYED: RATE OF PAY $____________________PER HOUR

SOCIAL SECURITY NUMBER____

NAME OF INTERVIEWER____

DATE OF INTERVIEW____

TIME STARTED_____________TIME ENDED____________

COMMENTS:

NOTE TO INTERVIEWER: Read the following statement to each respondent before beginning the interview.

My name is________________________. I am employed by North
(Name of Interviewer)

Carolina State University to collect information for a study of the employment problems of teenagers in rural North Carolina. North Carolina A & T State University at Greensboro and North Carolina State University are conducting this study jointly.

The study is being done in Moore and Harnett counties. In these counties we are talking to many of the students who left high school during the past school year. You have been chosen as one of the former students to take part in this study. I will appreciate your help in giving us information about yourself and the problems you may have had in getting and holding a job.

The following interview will take about one and one-half to two hours. We will pay you for the time you spend answering our questions. (Note to Interviewer: Explain the amount that will be paid depending upon the respondents employment status.) The purpose of this interview is to collect information about yourself, your background and your employment experience. Any information that you give us will be held strictly confidential. No one other than our research team will have access to this information. The information that you give us will be combined with that from all other teenagers in the sample, so that no one person can be identified with any specific information.

Your response to the questionnaire or any individual question is voluntary. You may decline to answer any questions that you find objectionable. However, I hope you will give us a complete response. I will appreciate your answering the following questions frankly and accurately. Do you have any questions before we begin this interview?

EDUCATION AND TRAINING

1. What was the grade you were in when you left school?
   _____(1) Less than ninth
   _____(2) Ninth
   _____(3) Tenth
   _____(4) Eleventh
   _____(5) Twelfth
   _____(6) Thirteenth

   1a. Did you finish that grade?
   _____(1) Yes
   _____(2) No

2. How old were you when you last attended regular school?
   _____________Age

3. Why did you decide to end your education at that time?
   _____(1) Had to work to support myself or my family
   _____(2) Could not afford college
   _____(3) Lack of ability (poor grades, school work too difficult, etc.)
   _____(4) Disliked school
   _____(5) Marriage
   _____(6) Military service
   _____(7) No particular reason
   _____(8) Had enough education and training for the work I wanted to do
   _____(9) Other (Specify)____________________________________
   ____

4. While you were in school, did you take any courses in vocational education? (Probe)
   _____(1) Yes (Ask 4a-4f)
   _____(2) No (Skip to 5a)

4a. In what courses did you enroll and for how long?
_____(1) Vocational Agriculture _____Number of Years
_____(2) Home Economics _____Number of Years
_____(3) Business and Office _____Number of Years
_____(4) Trades and Industries _____Number of Years
_____(5) Distribution Education _____Number of Years
_____(6) Industrial Arts (Shop) _____Number of Years
_____(7) Introduction to Vocations _____Number of Years
_____(8) Other (Specify)______________________________
____

4b. Did you enroll in vocational courses to prepare for a job or for other reasons?
_____(1) To prepare for an occupation____________________
Occupational titles
_____(2) Other Reasons

4c. Did the vocational courses you took help you to get a job?
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

4d. Did your vocational courses require work experience in a local business or industry?
_____(1) Yes
_____(2) No

[illegible] experience help you to get a job?
_____(0) Did not have work experience
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

4f. Are you employed or have you been employed in a job related to your vocational training?
_____(0) Unemployed
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know
} (Skip to 6)

5a. Did the high school you attended offer vocational courses?
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

5b. Do you feel that your were in trouble whenever you looked for a job because you never took vocational courses in high school?
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

6. Were there vocational courses that you wanted to take that were not available in your school?
   _____(1) Yes (Ask 6a)
   _____(2) No (Skip to 7)

   6a. Which course(s) would you have liked to have taken?
       _____(1) Vocational Agriculture
       _____(2) Home Economics
       _____(3) Business and Office
       _____(4) Trades and Industries
       _____(5) Distributive Education
       _____(6) Industrial Arts (Shop)
       _____(7) Introduction to Vocations
       _____(8) Other (Specify)____________________________________
       ____

7. Did you hold a part-time job while in high school (not including work experience for a vocational course?)
   _____(1) Yes (Ask 7a-7c)
   _____(2) No (Skip to 8)

   7a. What specific jobs did you have? (Describe the kind of work you did.)
       ____
       ____
       ____
       ____

   7b. How long did you have a part-time job while you were in school?
       _______________________Years____________________Months

   7c. Did having a part-time job during high school help you in getting a job after leaving school?
       _____(1) Yes
       _____(2) No
       _____(3) Not sure or don't know

8. Did you ever have training that would fit into the following categories? (Read headings of cols. 1-6) ___(1) Yes (Complete 8a-8f for each appropriate column) ___(2) No (skip to #9)	Business college or Technical insitute (1)	Full time training program in a company training school (2)	Apprenticeship training or other technical training (3)	Night or continuation high school courses in English Math, ets. (4)	In the armed forces, other than Basic Training (5)	Job Corps, Neighborhood Youth Corps, MDTA, Other (6)
8a. What type of training did you take?						
8b. How long did this training last?						
8c. How many hours per week did you spend in this training?						
8d. Did you finish or complete this program? (If Yes, skip to 8f)						
8e. Why didn't you complete the program						
8f. Do you use this training on your present (last) job?						

9. If you could, would you like to get more education or training?
_____(1) Yes (ask 9a)
_____(2) No
_____(3) Not sure } (skip to 10)

9a. What kind of education or training would you like to take?
_____(1) Complete high school
_____(2) Go to college
_____(3) Enroll in some kind of vocational or techincal training
_____(4) Other (specify)________________________________

10. There are several programs available to young people today. Let's see if you know anything about some of them.

10a. Do you know about MDTA?
(Manpower Development Training Act)
_____(1) Yes
_____(2) No (skip to 10b)

(Interviewer should ask the subject to describe the program and then determine whether he does know about it)

If yes, do you think it is a
_____(1) Good program
_____(2) Fairly good
_____(3) Useless
_____(4) No opinion

10b. Do you know about Neighborhood Youth Corps?
_____(1) Yes
_____(2) No (skip to 10c)

(Interviewer should ask subject to describe the program and then determine whether he does know about it.)

If yes, do you think it is a
_____(1) Good program
_____(2) Fairly good
_____(3) Useless
_____(4) No opinion

10c. Do you know about the Job Corps?
_____(1) Yes
_____(2) No (skip to 11)

(Interviewer should ask subject to describe the program and then determine whether he does know about it.)

If yes, do you think it is a
_____(1) Good program
_____(2) Fairly good
_____(3) Useless
_____(4) No opinion

11. Did anyone in school help prepare you for work once you left school?
_____(1) Yes (Go to 11a)
_____(2) No } (skip to 12)
_____(3) Not sure or don't know } (skip to 12)

11a. Who helped you and how did that person help?____________
____

12. Did anyone outside school help prepare you for work once you left school?
_____(1) Yes (go to 12a)
_____(2) No } (skip to 13)
_____(3) Not sure or don't know } (skip to 13)

12a. Who helped you and how did that person help?____________
____

CURRENT LABOR FORCE STATUS AND EMPLOYMENT HISTORY

13. What were you doing most of last week? Were you working, keeping house, going to school or something else?
_____(1) Working (skip to 14a)
_____(2) With a job but not working
_____(3) Looking for work
_____(4) Keeping house (go to 14)
_____(5) Going to school
_____(6) Unable to work (skip to 16d)
_____(7) Other (specify)______________________________
____
(go to 14)

14. Did you do any work at all last week, not counting work around the house? (Include unpaid work on the farm or family business.)
_____(1) Yes (go to 14a)
_____(2) No (skip to 15)

14a. How many hours did you work last week at all jobs?
____________________Number of hours

14b. Note: Interviewer check appropriate item: if R worked
_____(1) 1-34 hours (go to 14c)
_____(2) 35-48 hours (go to 14d)
_____(3) 49 hours or more (skip to 16f)

14c. Do you usual work 35 hours or more a week at this job?
_____(1) Yes
_____(2) No

Why did you work less than 35 hours last week?
_____Slack work
_____Materials shortage
_____Plant or machine repair
_____New job started during week
_____Job terminated during week
_____Could find only part-time work
_____Holiday (Legal or religious)
_____Labor dispute
_____Bad weather
_____Own illness
_____On vacation
_____Too busy with housework, school, personal business, etc.
_____Did not want full-time work
_____Full-time work week under 35 hours
_____Other reason (specify)____________________(skip to 16f)

14d. Did you lose any time or take off any time last week for any reasons such as illness, holiday, or slack work?

_____(1) Yes→How many hours did you take off?____
(go to 14e)
_____(2) No→(go to 14e)

14e. Did you work any overtime or at more than one job last week?
_____(1) Yes→How many extra hours did you work?___
_____(2) No
(skip to 16f)

15. Did you have a job or business from which you were temporarily absent or on layoff last week?
_____(1) Yes (go to 15a)
_____(2) No (go to 16)

15a. Why were you absent from work last week?
_____Own illness
_____On vacation
_____Bad weather } (go to 15b)
_____Labor dispute
_____New job to begin within 30 days (skip to 16c2)
_____Temporary layoff (under 30 days)
_____Indefinite layoff (30 days or more of no } (skip to 16c3)
definite recall date)
_____Other (specify)____________________________(go to 15b)

15b. Are you getting wages or salary for any of the time off last week?
_____(1) Yes
_____(2) No
_____(3) Self-employed

15c. Do you usually work 35 hours or more a week at this job?
_____(1) Yes (go to 16)
_____(2) No (go to 16f and enter job held last week)

16. Have you been looking for work during the past 4 weeks?
_____(1) Yes (go to 16a)
_____(2) No (go to 16d)

16a. What have you been doing in the past 4 weeks to find work? (Mark all methods used; do not read list.)
Checked with:
_____(0) School placement office
_____(1) Public employment agency
_____(2) Private employment agency
_____(3) Employer directly
_____(4) Friends or relatives
_____(5) Placed or answered ads
_____(6) Nothing (skip to 16d)
_____(7) Other (specify in notes, e.g., MDTA, Union, or Prof. Register, etc.)_______________

16b. Why did you start looking for work? Was it because you lost or quit a job at that time (Pause) or was there some other reason?
_____(1) Lost job
_____(2) Quit job
_____(3) Left school
_____(4) Wanted temporary work
_____(5) Other (specify in notes)_______________
____

16c. 1. How many weeks have you been looking for work?_______
2. How many weeks ago did you start looking for work?___
3. How many weeks ago were you laid off?_______________

16d. Did you want a regular job now, either part-time or full-time?
_____(1) Yes (go to 16e, except if answers to 16 and 16a indicate that 16e should not be asked. Then go to 16f.)
_____(2) No (go to 16f)

16e. What are the reasons you are not looking for work? (Mark each reason mentioned.)

_____Believes no work available in line of work or area. Why?__________
_____Couldn't find any work. __________
_____Lacks necessary schooling, training skills or experience. __________
____
_____Employers think too young or too old.
_____Other personal handicap in finding job.
_____Can't arrange for child care.
_____Family responsibilities.
_____In school or other training.
_____Ill health, physical disability.
_____Waiting to be drafted or enter armed forces.
_____Other (specify in notes)______________________________
(go to 16f)

16f. Do you intend to look for work of any kind or change jobs in the next 12 months?

_____(1) Yes
When?__________________________Why?____________
____
_____(2) No
_____(3) It depends (specify)__________________________
____
_____(4) Don't know

17. (For those who are currently working or with a job but not at work, questions 17a-17d pertain to current job; for those who are not working, questions 17a-17d pertain to the last full-time job that lasted two weeks or more.)

17a. In what kind of business or industry are you (were you) employed?____
(for example: TV and radio mfg., retail shoe
____
store, State Labor Department, farm.)

17b. What kind of work are you (were you) doing?____________
(for example:
____
electrical engineer, stock clerk, typist, farmer.)

17c. How much do (did) you usually earn at this job before deductions? $____________per__________________________.

17d. Can you tell us how you found this job that we're talking about?

_____(1) School employment counselor
_____(2) Public employment agency
_____(3) Private employment agency
_____(4) Applying to the employer
_____(5) Newspaper ads
_____(6) Friends or relatives
_____(7) Other (specify)______________________________

18. Did you have any problems in finding your first job after you left school?

_____(1) Yes (ask 18a)
_____(2) No (go to 19)

18a. If yes, describe these problems for me.

____
____
____

19. How many employers did you go to or visit before you got your first job?

_____(0) None
_____(1) One
_____(2) Two
_____(3) Three
_____(4) Four
_____(5) Five
_____(6) Six
_____(7) Seven
_____(8) Eight
_____(9) Not sure or don't know

20. How many employers did you just call or write before you took your first job? (Employers should not be those included in response to 19.)

_____(0) None
_____(1) One
_____(2) Two
_____(3) Three
_____(4) Four
_____(5) Five
_____(6) Six
_____(7) Seven
_____(8) Eight
_____(9) Not sure or don't know

21. What is the most amount of time that you are willing to spend traveling each day to and from work? (both ways) (explain if needed.)
__________Hours
Explain:____
____

22. Did anyone help you in any way when you looked for your first job?
_____(1) Yes (go to 22a)
_____(2) No (go to 23)

22a. Who helped you with your first job?______________________
____

22b. Specifically, just what king of help did you get from the person(s) that you just mentioned?______________________
____
____

23. Can you tell us how you found your first job?
_____(1) School employment counselor
_____(2) Public employment agency
_____(3) Private employment agency
_____(4) Employer
_____(5) Newspaper ads
_____(6) Friends or relatives
_____(7) Other (specify)______________________________________

24. Were you happy with the type of work and the working conditions in your first job?
_____(1) Yes } (go to 24a)
_____(2) No }
_____(3) No past employment (skip to 25)

24a. Why?____

25. Were you happy with your pay at your first job?
_____(1) Yes } (go to 25a)
_____(2) No }
_____(3) No past employment

25a. Why?____

26. Are you happy with the type of work and working conditions of your last (or present) job?
_____(1) Yes } (go to 26a)
_____(2) No }
_____(3) Not employed (skip to 27)

26a. Why?____

27. Were you happy with your pay at your last (or present) job?

_____(1) Yes } (go to 27a)
_____(2) No }
_____(3) Not employed (skip to 28)

27a. Why?____
____
____

28. Let's look now as close as possible at your work experience and what you've been doing since you left school. We want a complete history so let's start with the day you left school. When was that? (enter date in Row 1, column 1). Now tell me exactly what you did the day after you left school and how long you did this. (Then answer all questions in columns to the right for this period.) After answering the questions for this period of time, we want to know everytime you changed jobs or were not employed or in training since you left school. If you were working on your family farm at sometime, we want to know about that as we go along. And we want to discuss everything, including what you are doing right now.

PERIOD (Specify dates and exact amount of time elapsed.) Mo/Yr to Mo/Yr (1)	EMPLOYMENT STATUS Employed-----------(E) Looking for work---(L) In training--------(T) Not looking for work-------------(N) Unable to work-----(U) Apprenticeship-----(A) On-the-job training(O) If other (specify) (2)	If employed: (E,T,A,O) What kind of Work were you doing? If not employed: What were you doing during this period of time? (3)	If employed: (E,T,A,O) Number of hours worked per week (4)	If employed: (E,T,A,O) Less than 40 hours per week, give reasons why you are working less. (5)	If employed: (E,T,A,O) What were your gross wages per hour or per week? If not employed, what is current income? (6)	If employed: (E,T,A,O) Explain why you left this job? (7)
1. to						
2. to						
3. to						
4. to						
5. to						
6. to						

(Interviewer: Please review this work history with him to make sure that all weeks and months since the respondent left school are accounted for. Be sure to use a new row each time employment status changes or he changes jobs.)

29. Think of all the times you've looked for jobs since you left school. What were the big problems you faced when you looked for jobs? (Probe)

____

____

____

30. Is there anything that the schools, or companies or the government could do to make things easier for people like you when they look for jobs? (Probe)

____

____

____

31. Were you ever turned down by an employer when you knew there was a job opening?
_____(1) Yes How many times?_______________ (go to 31a)
_____(2) No } (skip to 32)
_____(3) Not sure }

31a. Do you think you know why this happened?
_____(1) Lacked skill or experience
_____(2) Lacked education
_____(3) Could not pass the test
_____(4) Police record
_____(5) Race prejudice
_____(6) Age prejudice
_____(7) Sex prejudice
_____(8) Other (specify)______________________________

32. Did you ever fail to get a job for which you were qualified because of your age?
_____(1) Yes (go to 32a)
_____(2) No } (skip to 33)
_____(3) Not sure }

32a. Please tell me about your experience:

____

____

____

33. Did you ever fail to get a job for which you were qualified because of your race?
_____(1) Yes (go to 33a)
_____(2) No } (for males-skip to 34)
_____(3) Not sure } (for females-skip to 38)

33a. Please tell me about your experience:

____

____

____

34. Have you taken the written exam for military service yet?
_____(1) Yes
_____(2) No

35. Have you taken the medical (physical) test for military service?
_____(1) Yes
_____(2) No

36. Do you expect to be drafted
_____(1) Yes (go to 36a)
_____(2) No (skip to 37)

36a. When do you expect to be drafted?____________________

____

36b. How do you know that you will be drafted?

____

____

____

37. Do you feel that you faced any special problems in looking for jobs because of your draft status?
_____(0) Never looked for work (skip to 38)
_____(1) Yes (go to 37a)
_____(2) No (skip to 38)

37a. Explain the problems you faced to me.

____

____

____

38. Did you ever fail to get a job for which you were qualified because the employer wanted someone of the opposite sex?
_____(1) Yes (go to 38a)
_____(2) No } (go to 39)
_____(3) Not sure or don't know } (go to 39)

38a. Please tell me about your experience.

____

____

____

39. Do you think that whites and Negroes actually have equal chances of getting ahead in their jobs?

_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

39a. Why do you feel this way?

____
____
____

40. Would you perfer to live in this area, some other part of North Carolina, or some other part of the country?

_____(1) This area (skip to 41)
_____(2) Some other part of North Carolina } (go to 40a)
_____(3) Some other part of the country } (go to 40a)
_____(4) Not sure or don't know (skip to 41)

40a. Do you have any plans to leave this area?

_____(1) Yes (go to 40b)
_____(2) No } (skip to 41)
_____(3) Not sure or don't know } (skip to 41)

40b. Why do you plan to leave here?

____
____
____

40c. Is there anything that could keep you from leaving this area?

_____(1) Yes (go to 40d)
_____(2) No } (skip to 41)
_____(3) Not sure or don't know } (skip to 41)

40d. What would keep you here?

____
____
____

41. If you were offered two jobs, one here and one elsewhere, and both had the same pay, which job would you take?

_____(1) Here
_____(2) Elsewhere
_____(3) Not sure or don't know

42. If you were offered two jobs, one here and one elsewhere, and the one here had the higher pay, which would you take?
_____(1) Here
_____(2) Elsewhere (skip to 44)
_____(3) Not sure or don't know

43. If you were offered two jobs, one here and one elsewhere, and the one elsewhere had the higher pay, which would you take?
_____(1) Here
_____(2) Elsewhere
_____(3) Not sure or don't know

44. Why do you think so many people leave this area and go elsewhere? (probe)
____
____
____

BACKGROUND INFORMATION ON RESPONDENT AND FAMILY

45. What is your marital status?
_____(1) Single
_____(2) Married
_____(3) Separated
_____(4) Divorced

46. In what size town do you live?
_____(1) Rural farm
_____(2) Rural non-farm
_____(3) Village (less than 500 people)
_____(4) Small town (500-10,000)

46a. How long have you lived in this area?
____________________(Number of years)

47. Who do you live with? (Read categories, if necessary)
_____(1) Live with both parents
_____(2) Live with father only
_____(3) Live with mother only
_____(4) Live with guardian or other relatives
_____(5) Live with neither father, mother nor guardian
_____(6) Other

48. Is there anyone who depends on you for financial support?
_____(1) Yes
_____(2) No
_____(3) Not sure or don't know

49. How many brothers and sisters do you have?
____________________(write number)

50. How many people live with you in the same household?
(include all who live there besides yourself.)
____________________(write number)

51. Let's talk about your parents or guardian. Are your parents (or guardian)?
_____(1) Living together
_____(2) Separated or divorced
_____(3) One is deceased
_____(4) Both are deceased
_____(5) Other (specify)________________________________

51a. Whom did you live with for most of the first 15 years of your life?________________________________

52. Is your father (or guardian) employed?
_____(1) Yes (answer 52a and 52b)
_____(2) No
_____(3) Retired (skip to 53)
_____(4) No father or guardian

52a. What is (was) his occupation?________________________
____

52b. Has he been regularly employed for the past ten years (or last 10 years before retirement?)
_____(1) Yes
_____(2) No
_____(3) Father not living at home
_____(4) Don't know

53. Does your mother work outside the home?
_____(1) Yes (ask 53a and 53b)
_____(2) No
_____(3) Retired (skip to 54)
_____(4) No mother or female guardian

53a. What is (was) her occupation?________________________

53b. _____(1) Part-time
_____(2) Full-time

54. Do your parents (or guardian) own their own home?
_____(0) Not applicable
_____(1) Yes
_____(2) No
_____(3) Don't know

55. What is the present approximate yearly income of your parents (or guardian) from all sources? (probe)
_____(0) Not applicable
_____(1) Less than $3,000
_____(2) $3,001 to $4,000
_____(3) $4,001 to $5,000
_____(4) $5,001 to $6,000
_____(5) $6,001 to $7,000
_____(6) Over $7,000
_____(7) Not sure or don't know

55a. What is the approximate income of all the people who live in your household? (probe)
_____(0) Not applicable
_____(1) Less than $3,000
_____(2) $3,001 to $4,000
_____(3) $4,001 to $5,000
_____(4) $5,001 to $6,000
_____(5) $6,001 to $7,000
_____(6) Over $7,000
_____(7) Not sure or don't know

56. Have your parents (or guardian) received welfare payments during the past ten years?
_____(0) Not applicable (skip to 56b)
_____(1) Yes (go to 56a)
_____(2) No (skip to 56b)
_____(3) Don't know (skip to 56b)

56a. Do your parents (or guardian) receive welfare payments now?
_____(0) Not applicable
_____(1) Yes
_____(2) No
_____(3) Don't know

56b. Where do (did) your parents (or guardian) live most of your life?
_____(1) Rural farm
_____(2) Rural non-farm
_____(3) Village (less than 500 people)
_____(4) Small town (500 to 10,000 people)
_____(5) City (over 10,000 people)

56c. How long have (did) they lived (live) at their last address?
_______________________(number of years)

56d. Have you ever received welfare payments since leaving school?
_____(1) Yes (go to 56e)
_____(2) No (skip to 57)

56e. How many months have you received welfare payments?
_______________________(number of months)

57. When your parents stopped school, what grade were they in? (No answer indicated R does not know)
_____(1) Mother _______________Don't know
_____(2) Father _______________Don't know

58. Do you have any health problems or physical handicaps that limit in any way the amount or kind of work you can do?
_____(1) Yes (go to 58a and 58b)
_____(2) No (skip to 59)

58a. How long have you been limited in this way?_____________

58b. In what way are you limited?____________________________
____

59. Is there anyone in your family whose physical condition makes it so you have to stay home sometimes and limits the amount of work, outside the home, that you can do?
_____(1) Yes (go to 59a)
_____(2) No (skip to 60)

59a. Please explain:____
____

ATTITUDES, PERCEPTIONS AND ASPIRATIONS

Aspirations

60. Now I would like to talk to you about your future plans. What kind of work would you like to be doing when you are 30 years old?
_____(1) (specify kind of work)______________________________
(go to 60a, but if housewife is answering go to 64)

_____(2) Don't know, not sure, never thought about it (skip to 61)
_____(3) Same kind I'm doing

60a. What do you think your chances are of actually getting into this kind of work?
_____(1) Excellent
_____(2) Good
_____(3) Fair
_____(4) No chance at all

60b. Why do you think you would like this type of work?
_____(1) It's interesting, would find it satisfying
_____(2) Feel the work is important
_____(3) Allows the use of my talent and ability
_____(4) Good pay, security, fringe benefits
_____(5) Good working contitions (hours, freedom, etc.)
_____(6) Other (specify)________________________________

61. What yearly income would you like to have when you are 30 years old?
$_____________per year (Convert what R gives to yearly income.)

62. What do you think your chances are of actually earning this amount of pay?
_____(1) Excellent
_____(2) Good
_____(3) Fair
_____(4) Poor
_____(5) No chance at all

63. Would you be willing to enroll in further education or training to get a better job or earn higher wages
_____(1) Yes (go to 63a)
_____(2) No
_____(3) Don't know } (skip to 64)

63a. Do you prefer training or more school?
____
____
____

63b. Why?________________________________
____
____

Self-Image

Note: The following questions are asked to find out how you feel about yourself. I will read you a statement and I want you to tell how well the statement describes how you feel about yourself. You may "strongly agree," "agree," "disagree," or "strongly disagree" with each statement. (Read statement twice.)

64. I am the kind of person that pushes hard to change things and make my life more like I want it.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

65. Some people say "good luck is more important than hard work for success." Would you agree with them?
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

66. What about this statement as it applies to you, "people like me don't have a very good chance to be successful in life."
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

67. It has been said that if a person is not successful in life, it is his own fault. Do you agree with this?
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

68. I would make most any sacrifice to get ahead in the world.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

69. People who accept things the way they are in life are happier than those who try to change things.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

70. How do you rate yourself compared to other people your own age on: (Rate yourself "above average," "average," or "below average.")

70a. Self confidence and feelings of accomplishment
_____(1) Above average
_____(2) Average
_____(3) Below average

70b. Ability to learn new tasks.
_____(1) Above average
_____(2) Average
_____(3) Below average

70c. The art of getting along with people.
_____(1) Above average
_____(2) Average
_____(3) Below average

70d. Problem solving ability.
_____(1) Above average
_____(2) Average
_____(3) Below average

70e. Ambitions for the future.
_____(1) Above average
_____(2) Average
_____(3) Below average

70f. Ability to do many things well.
_____(1) Above average
_____(2) Average
_____(3) Below average

Perceptions of Work

71. Now I would like to ask you some questions to see how you feel about work in general. I will read you several statements. After I have read a statement, tell me if you "strongly agree," "agree," "disagree," or "strongly disagree." I will read each statement twice.

71a. The most important thing about work is that it gets you some money.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71b. Work is horrible and something I'd rather not have to do.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71c. There is no sense in planning a future because you never know what tomorrow brings.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71d. It is not important to like your work. It's just important that you do work well.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71e. It is who you know, not what you know, that is important in getting a job and getting ahead.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly Disagree

71f. I guess all people have to work sooner or later, but I do not enjoy the thoughts of it.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71g. The most important thing about a job is for it to be a steady job.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71h. Interesting work and a chance to use your ability is the most important thing about a job.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71i. In order to be happy, I have to have a job that does not expect a great deal of me.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71j. I will not take jobs that are very dirty and very unpleasant.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71k. Even if someone doesn't like his job, he should stick with it as long as he has no other job waiting for him.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71L. A high paying job is the most important thing to think about before I take a job.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71m. It is better not to work at all if you can't have a steady job.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

71n. I will not work at back-breaking jobs.
_____(1) Strongly agree
_____(2) Agree
_____(3) Disagree
_____(4) Strongly disagree

APPENDIX B

SURVEY OF EMPLOYERS IN HARNETT AND MOORE COUNTIES: WINTER, 1968

NAME OF ESTABLISHMENT______________________________

ADDRESS____________________________________

____

TELEPHONE NUMBER________________________________

NAME OF RESPONDENT (Manager, Personnel Manager or person in charge of hiring)

____

NAME OF INTERVIEWER______________________________

DATE OF INTERVIEW_______________________________

COMMENTS:

NOTE TO INTERVIEWER: Read the following statement to each respondent before beginning the interview.

My name is____________________. I am employed by the Center for
(Name of Interviewer)

Occupational Education at North Carolina State University to collect information needed for a study of teenage unemployment problems in rural North Carolina. This study is being sponsored jointly by North Carolina State University and North Carolina A & T State University at Greensboro.

The study is being conducted in Moore and Harnett counties. A sample of the business and industries in the two-county area has been selected to participate in the study. Your establishment is one of those selected. I will appreciate your cooperation in providing information about your establishment relative to the teenage unemployment problem.

The following interview will take only thirty or forty minutes of your time. The purpose of the interview is to collect information about employment and training opportunities for teenage youth (16-19 years of age) in your establishment. The information collected in this interview will be held strictly confidential and will in no way be identified with your establishment in the report of this study. The information collected from you will be combined with that from other establishments in the sample so that no one establishment can be identified with any specific information.

Your response to the questionnaire on any individual question is voluntary. You may decline to answer any questions you find objectionable. However, I hope that you will give a complete response. Therefore, we request that you answer the questions as frankly and accurately as possible. Do you have any questions before we begin the interview?

1. Type of Business: (please check one)
   _____Agriculture, Forestry and Fisheries
   _____Mining
   _____Construction
   _____Manufacturing
   _____Transportation, Communication and Other Public Utilities
   _____Wholesale and Retail Trade
   _____Finance, Insurance and Real Estate
   _____Business and Repair Services
   _____Personal Services
   _____Entertainment and Recreation Services
   _____Professional and Related Services
   _____Public Administration

   1a. Briefly describe the main things your firm produces or the main services it provides_________________________________
   ____

2. How many people does your establishment employ? (plesae indicate the number of full-time, part-time and total)
   _____Number of full-time employees
   _____Number of part-time employees
   _____Total number of employees

   2a. In your total work force, how many females, teenagers, and Negroes do you employ? (Indicate the number in each category.)
      _____Number of females
      _____Number of teenagers (ages 16-19)
      _____Number of Negroes

   2b. What percentage of your work force is required to have at least a high school education? ______________percent.

   2c. What percentage actually have a high school education.
   ______________percent.

2d. If 2b is greater than 2c, please explain difference:______
____
____

3. Does your work force remain rather constant during the year.
_____Yes (skip to 4)
_____No (ask 3a and 3b)

3a. At what times during the year does it change?____________
____

3b. How much does it change during these periods?____________
____

4. Does your firm have plans for expansion during the next year?
_____Yes (ask 4a)
_____No (skip to 5)

4a. How many additional people will be employed?_____________

5. Now let's look at the teenagers (ages 16-19) that you employ. How many of them are:
_____White male
_____White female
_____Negro male
_____Negro female

5a. List the types of jobs for which teenagers are employed___
____
____

6. Does your establishment hire teenagers for summer employment in addition to your regular work force?
_____Yes (ask 6a)
_____No (skip to 7)

6a. How many were employed last summer?______________________

7. Let's assume that teenagers can perform the duties of given jobs in your firm as well as adults, which would you prefer as an employee?
_____Person under 20 years of age
_____Person 20 years of age or older
_____Have no preference

8. A number of problems have been given by employers for not employing teenagers. What problems affect your decision in the employment of teenagers?
_____No problems (skip to 9)
_____Draft status
_____Minimum wage laws
_____Hazardous occupations
_____Dependability
_____Lack of job training
_____Other (specify)_______________________________________

8a. Please explain these problems:___________________________
____
____

9. If you require references on potential employees, what is the one most important thing you look for in the reference? (check one)
_____Do not require references (go to 9a)
_____Dependability
_____Ability to get alone with co-workers
_____Past employment history stability
_____Other (specify)_______________________________________

9a. If you do not require references, rank in order of importance (1st, 2nd, 3rd, etc.) the following factors in making a decision to hire a new employee? (hand R. card)
_____Draft status
_____Sex
_____Appearance
_____Experience or recent training
_____Race

10. What is the minimum age of persons that your establishment will employ? ________________age.

10a. Why?____
____
____

11. Now we would like to have some information on job vacancies in your firms. This may be the only difficult part of the questionnaire. So please read the next 3 paragraphs before you fill in the table below.

A job vacancy exists when a job is (a) immediately available for occupancy, (b) by workers from outside of your firm, and (c) when you are actively seeking workers for such a job. The job may be full or part-time, permanent, temporary, or seasonal.

When you are actively seeking work, you are doing one of the following things: (1) soliciting assistance of public or private employment agencies, school or college placement offices, labor unions, employee groups, business or professional organizations, business associates friends and employees in locating suitable candidates; (2) using "help wanted" advertising (newspaper, magazine, radio, television, direct mail, posted notices, etc); (3) conducting recruitment programs or campaigns; (4) interviewing and selecting "gate" and "walk-in" or "mail" applicants or workers searched out of applicant files; and (5) opening or reopening the acceptance of applications from prospective candidates.

And, please, do not include the following in the table because we do not consider them to be vacancies: (1) jobs held for employees who will be recalled; (2) jobs to be filled by transfer, promotion, or demotion; (3) jobs held for workers on paid or unpaid leave; (4) jobs filled by overtime work which are not intended to be filled by new workers; (5) job openings for which new workers were already hired and scheduled to start work at a later date; and (6) those *jobs unoccupied because of labor-management disputes.*

In this table, you should first list the job vacancies in column 1 and then answer the questions that refer to them in the remaining columns. Each row in the table should be on one type of job.

Please note: (1) On the job description where possible, add some words describing the material, product, or process, or subject matter, e.g., assembler, air-craft wing parts, or "stenographer, legal." Use a single entry to report job vacancies with identical job titles where more than one vacancy exists. If there are several classes or grades for specific job titles, each should be listed separately.

(2) Please enter hourly rates wherever possible. If the wage rate offered is on a piece-work or commission incentive basis, or if tips comprise part of the worker's earnings, please enter the average full-time earnings which a new worker can be expected to receive.

(3) If there is not enough space on this page, please describe other job vacancies on the back.

Job description (1)	Total number of vacancies at this job (2)	How many hours of work per week are expected of employee? (3)	What is the rate of pay offered		Is this job available to persons aged 16-19? (5)	Is this job available to women? (6)	Is this job available to Negroes? (7)	Do you train applicants for this job? (8)	What qualifications do you require of the employee for this job? (9)
			Wage	per hour, week, or month (4)					
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

12. In your opinion, are there enough qualified people in this area to fill the vacant jobs in your establishment?
_____No vacancies
_____Yes Please expand on this:_____________________
_____No _____________________
_____Not sure _____________________

13. Do you provide organized training programs (apprenticeship, on-the-job training, training schools) for new employees who join your firm?
_____Yes (ask 13a to 13d)
_____No (skip to 14)

13a. How many did you train in the last year?_______________

13b. How many were teenagers?_______________

13c. How many of the teenagers trained were female?__________

13d. How many of the teenagers trained were Negro?__________

14. Does your firm cooperate with the public schools in providing cooperative work experience for students enrolled in vocational courses?
_____Yes (ask 14a)
_____No (ask 14b)

14a. How many work stations did your firm provide last year?_______________

14b. Would you be interested in working with the public schools in providing cooperative work experience for vocational students?
_____Yes
_____No

15. Some businessmen think that the responsibility for training people for jobs should rest with the public schools. Would you agree?
_____Yes
_____No
_____Not sure
Comments, if any:_____________________
____
____

16. Do you think that the county and state should contribute substantially to the training of young people for jobs?
_____Yes
_____No
_____Not sure
Comments, if any:____
____

17. Would your establishment be interested in training teenage workers if the local, state or federal government contributed to the training cost?
_____Yes
_____No
_____It depends (ask 17a)

17a. Under what conditions?______________________________
____
____

18. During the past year, approximately how many applications have you received from teenagers for employment? (probe for best estimate.)
_________________________Write number

18a. What percentage of these were:
_____White males
_____White females
_____Negro males
_____Negro females

19. What do you consider to be the major obstacles preventing you from employing qualified teenagers?_____________________
____
____

20. What do you consider to be the major obstacle preventing you from employing qualified young Negroes?___________________
____
____

21. What do you think that employers like you could do to reduce the employment problems teenagers face?___________________
____
____
____

22. What do you think the government could do to reduce the employment problems teenagers face?____

____

____

____

23. Have you heard of President Johnson's plan to have the government pay firms that hire the hard-core unemployed?

_____Yes (ask 23a)
_____No } skip to 24
_____Not sure }

23a. What do you think of it?______________________________

24. Would you like to receive a copy of this research report?

_____Yes
_____No

APPENDIX C

THE SCHOOL QUESTIONNAIRE

Date of Interview__________
Time Required__________
Interviewer__________

NAME OF SCHOOL__________________________________

ADDRESS__________________________ TELEPHONE__________

NAME OF PERSON INTERVIEWED__________________________

PRINCIPAL (PRESIDENT, DIRECTOR)______________________

TYPE OF INSTITUTION:
- ________Public High School
- ________Community College
- ________Private Trade School
- ________Private High School
- ________Technical Institute
- ________Business School
- ________Other (specify)__________________

COMMENTS:

NOTE TO INTERVIEWER: Read the following statement to each respondent before beginning the interview.

My name is ______________________. I am employed by the Center
(Name of Interviewer)

for Occupational Education at North Carolina State University to collect information needed for a study of teenage unemployment problems in rural North Carolina. This study is being sponsored jointly by North Carolina State University and North Carolina A & T State University at Greensboro.

The study is being conducted in Moore and Harnett counties. All educational institutions in the two-county area are being surveyed to better understand the education and occupational training opportunities available to youth and to ascertain the extent to which they take advantage of these opportunities.

The following interview will take only thirty or forty minutes of your time. The information collected in this interview will be held strictly confidential and will in no way be identified with yout school in the report of this study. The information collected from you will be combined with that from other schools in the two-county area so that no one school can be identified with any specific information.

I will appreciate your answering the following questions frankly and as accurately as possible. However, your response to this survey or any question in it is voluntary. You may decline to answer any question which you find objectionable. Do you have any questions before we begin this interview?

BASIC DESCRIPTION OF SCHOOL

1. What size towns or village does your school serve?
_____(1) a small village (less than 500 people)
_____(2) a small town (501-2,000 people)
_____(3) a larger town (2,001-10,000)

1a. Where is your school located?
_____(1) In town
_____(2) In a rural area

2. What is the racial composition of your school?
_____(1) Predominately white
_____(2) Predominately Negro
_____(3) All white
_____(4) All Negro
_____(5) Completely integrated (there is no separate school for Negroes and whites)

3. What is your total school enrollment?_____________________
Number

4. What is your school enrollment breakdown by sex and race?

White		Non-white	
Male	Female	Male	Female
____	____	____	____

5. Is your school accredited?_______________Yes__________No
_____(1) State Accredited
_____(2) Regionally accredited (SACS)
_____(3) In the process of accreditation by_______________
_____(4) Not applicable (comment)_______________
____

6. What percent of your graduates go to 4-year academic colleges?
______%

7. What percent of your graduates go to junior colleges, technical institutes, business colleges, etc.?
______%

8. What percent of your graduates go directly to work after high school?
______%

9. What percent of the students who were enrolled in the 9th grade in 1963-64 dropped out before graduation?
_____%

10. What vocational areas are included in your school curriculum?
_____(1) Agriculture
_____(2) Home Economics
_____(3) Business and Office
_____(4) Trades and Industrial
_____(5) Distributive Education
_____(6) Introduction to Vocations
_____(7) Industrial Arts (shop)
_____(8) Other (specify)________

10a. Do some of your vocational courses require cooperative work experience programs with business and industry?
_____(1) Yes
_____(2) No

10b. If so, what courses require cooperative work experience?
(1)____
(2)____
(3)____
(4)____

11. What is the enrollment in each course by sex and race during the 1967-68 school term?

	NUMBER OF STUDENTS IN COURSE			
	NEGRO		WHITE	
	MALE	FEMALE	MALE	FEMALE
Agriculture	____	____	____	____
Home Economics	____	____	____	____
Business and Office	____	____	____	____
Trades and Industrial	____	____	____	____
Distributive Education	____	____	____	____
Introduction to Vocations	____	____	____	____
Industrial Arts (shop)	____	____	____	____
Other	____	____	____	____

12. What percent of the students in your high school enroll in vocational classes during their school career.
_____%

12a. What percent of the students complete a vocational program?
_____%

13. Is your vocational program oriented toward teaching general vocational skills or specific occupational skills?
_____(1) General vocational skills (skip to 14)
_____(2) Specific occupational skills

13a. If training is provided for specific occupations, name the occupation for which you train?
____
____
____

13b. For what reason were these occupations chosen?__________
____
____

14. To what degree are representatives from business and industry in the community involved in the planning of the occupational education program in your school?
_____(1) Little or none
_____(2) Occasionally
_____(3) Frequently

14a. How do business and industry influence the choice of occupation for which you train?
____
____
____

GUIDANCE AND PLACEMENT

15. Do you have a guidance counselor who serves your school?
_____(1) Yes
_____(2) No (skip to 17)

15a. __________Part-time;__________________Full-time

15b. What is the student-counselor ratio?
__________________/____________________
Number of Students Counselor

16. What percentage of the counselor's time is devoted to assisting students in occupational exploration and planning?___________%

17. How is occupational information about careers made available to students?
_____(1) By teachers
_____(2) By counselors
_____(3) By reading occupational materials in library
_____(4) By group counseling sessions
_____(5) By regular individual counseling sessions
_____(6) Left to individual student efforts
_____(7) Other____

18. Do you have a testing program in your school designed to help students in making occupational and educational choices?
_____(1) Yes
_____(2) No

18a. If so, list the tests that are administered.

TEST	GRADE LEVEL

19. Does your school provide a job placement service for students completing occupational courses?
_____(1) Yes
_____(2) No (skip to 20)

19a. _____(1) Formal program
_____(2) Informal program

19b. How many students have been placed in jobs during the past year? (by sex and race)

Number Placed

Negro		White	
Male	Female	Male	Female

19c. Has your placement service been successful in placing graduates entering the labor market immediately after leaving school?
_____(1) Yes
_____(2) No

19d. Has your placement service been successful in placing dropouts entering the labor market after leaving school?
_____(1) Yes
_____(2) No

20. Does your school conduct a formal follow-up of students who attend your school?
______(1) Yes
______(2) No (skip to 21)

20a. How long do you follow-up students?
____________________Number of years

20b. Is follow-up information used to plan new occupational programs and re-direct old ones?
______(1) Yes
______(2) No

21. Do you feel that the occupational education programs in your school are adequate to meet the needs of students who leave and go directly into the labor market?
______(1) Yes
______(2) No

Explain Why:
____
____
____

22. What problems do you have in getting students to take advantage of occupational training in your school? (probe)
List Problems
1.
2.
3.
4.
5.

23. Do you feel that the occupational education programs in the county are serving equally Negroes and whites?
______(1) Yes
______(2) No

Explain
____
____
____
____

24. How do you feel about training for occupations for which it is likely that students will have to migrate to get employment?
_____(1) Should train only for occupations that are available in the community
_____(2) Should disregard the local occupational opportunities
_____(3) Should train for jobs both in and outside the community
_____(4) Should train for jobs anywhere based on an analysis of where former students go for employment
_____(5) Other____

25. If it was determined that youth who have dropped out or graduated lack training necessary for job entry, would your school consider providing special occupational training programs to fit them for gainful employment?
_____(1) Yes
_____(2) No (skip to 26)
_____(3) It depends

25a. If it depends, what are the conditions that would have to be met?
____
____
____

26. What would you recommend that the high schools do to help students who go directly from school into the labor market?
____
____
____
____

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C. CAYCE SCARBOROUGH, Ed.D.	Agricultural Education

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CHARLES V. MERCER, Ph.D.	Sociology and Anthropology

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